English Access

Microscholarship Program

2018 Program Handbook for Providers

Publication Information

This handbook is a publication of the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs.

Greetings

We are excited to share a detailed guide on how to launch a successful English Access Microscholarship Program (Access). Included in this how-to guide, the In-Country Educational Service Provider (Provider) will find information about and the steps to take when planning an Access Program; information about the best ways to ensure easy implementation and maintenance of a program; and how to efficiently close out a successful Access Program. There are also sample documents for the Provider, and templates for the Provider's teaching staff and Access coordinators. Also note the "Quick Tips" section disbursed throughout the handbook for important points to remember. Please read the guidelines thoroughly and feel free to contact your U.S. Embassy/Consulate with any comments or questions. We are thrilled about your interest in equipping local youth with a foundation of English language skills.

As you begin to work with Access youth, you will find that this program is so much more than just another English language course. Many of our alumni recall their Access experience as a pivotal point in their lives – one that marked the path they took to become better students, better citizens and better friends. We ask that you remember this detail when planning out a meaningful program for these bright, young people. With each planned presentation for students, you build their self-confidence. With each well thought out lesson that engages students' curiosity, you instill a love for learning in students. With each act of community service, students gain a sense of responsibility for others. With each group activity, you provide the building blocks for lifelong friendships to be forged. In short, the things you do matter. With the Access Program, you have the opportunity to transform lives. We hope you take that opportunity.

Welcome to the Access family! We look forward to working with you.

Last updated: May 29, 2019

Table of Contents

Last updated: May 29, 2019

Last updated: May 29, 2019

Last updated: May 29, 2019

Last updated: May 29, 2019

The English Access Microscholarship Program (Access)

Access is a two year global scholarship program supported by the U.S. Department of State that provides a foundation of English language skills to bright, economically disadvantaged students, primarily aged 13 to 20 through After-School classes with Enhancement Activities, and Intensive Sessions.

Program Goals

The goal of the Access Program is to prepare students who have a minimal knowledge of English, with effective communication and critical thinking skills through meaningful interaction, cooperative learning strategies, and real-life contexts. We hope these skills will lead to better jobs, educational opportunities, and the ability to participate in and compete for future exchanges and study in the United States.

Selection of In-Country Educational Service Providers

The U.S. Department of State implements the Access program with the assistance of in-country educational providers. In-country educational providers should read through this handbook and speak with U.S. Embassy staff to plan an effective and efficient Access program. All in-country educational service providers must submit completed narrative and budget proposals that meet program requirements to the U.S. Embassy for approval. If selected, the U.S. Embassy will then provide funding for the program, through our implementing partner FHI 360, in accordance with the Access proposals and agreement.

NOTE: Throughout the guide we have <u>underlined</u> the most important guidelines and rules of the English Access Microscholarship program. Please pay special attention to these points.

Last updated: May 29, 2019

1. Understanding Access Program Components

Before completing the Access narrative and budget proposals, you will want to plan out the program in detail. Spending time understanding and planning the program in advance will help you to have a successful Access program. You may wish to contact the U.S. Embassy representative for assistance in planning your program. Below are some key components of most Access programs.

1.1 Start and End Dates

The proposal and agreement start and end dates should include any Access-related activities that occur prior to the start of instruction and following the completion of instruction. For example, before starting classes the provider will need to recruit and hire teachers, purchase books and supplies, and recruit and select students. At the end of the program, providers will organize and hold the Closing Ceremony, and finalize all reports. Please consider the pre- and post-instruction tasks when deciding on the start and end dates in the proposal. The Access Program can only reimburse costs that are incurred within the approved agreement start and end dates.

1.2 Program Design

The goal of the Access Program is to equip students, who possess a minimal knowledge of English, with effective communication and critical thinking skills through meaningful interaction, cooperative learning strategies, interest-appropriate activities, and real-life contexts.

Access Programs generally have three components:

1) After School Instruction (mandatory)
2) Enhancement Activities (mandatory)
3) Intensive Sessions (optional)

Access students must receive a minimum of 360 instruction hours reasonably distributed over the two-year program. This means that the number of hours should not be fewer than 180 in each academic year. Classes must be 60-minute hours, not shorter 'academic' hours, whose length can vary from one institution to another. Online hours cannot replace the minimum 360 face-to-face hours. Some providers manage only one group of Access students and some manage more groups. Each group of Access students must receive a minimum 360 hours. The minimum 360 hours can be distributed among After School Instruction, Enhancement Activities and/or Intensive Sessions. As an example a group could have 260 hours of After School Instruction, 40 hours of Enhancement Activities, and 60 hours of Intensive Sessions, for a total of 360 hours.

Last updated: May 29, 2019

Online hours cannot replace 360 face-to-face hours, but online materials could supplement the program. Some providers manage only one group of Access students and some manage more classes. Each group of Access students must receive a minimum 360 hours. The total after school instruction hours delivered reflects all the groups receiving the minimum 360 hours, e.g. 360 hours x 5 groups of Access students= 1,800 total after school instructions hours delivered

The minimum 360 hours of instruction must be distributed over a two-year period. Ideally, the number of hours should be at least 180 in each academic year. If events beyond the Provider's control prevent the instruction of 180 in one academic year, it is the responsibility of the Provider to make up those lost hours in the following academic year. Students are organized into Access classes according to their language proficiency levels and a two-year age range, (e.g. 13-15 year olds, 14-16 year olds, 17-19 year olds, etc.). Because of varied interests and cognitive differences, younger students must not be placed with much older students.

1.3 After School Instruction

Each Access Program must include weekly instruction that can occur before school, after school, or on weekends. Usually the preferred time for teaching is after school and so we call the weekly instruction After School Instruction. Generally weekly instruction takes place one to five days a week, with each class lasting one to three hours per day. It is the responsibility of the Provider to consider the schedules of the students to ensure that Access classes do not interfere with students' regular school schedules, exams, or school events.

1.4 Selecting Textbooks

The After School curriculum should include all four language skills: reading, writing, speaking and listening. Usually Access providers select an American textbook to use in their After School classes. Great care should be taken when selecting the textbook for Access. American publishers and American English materials are preferred, but not required. Please work with the U.S. Embassy/Consulate to select appropriate and approved textbooks for the Access Program.

In addition to being at the right level for your students, the primary textbook should:

- Have U.S. culture incorporated in the lessons.
- Use a variety of communicative, interesting, and "real world" activities.
- Cover issues that might be important to the U.S. Embassy (ask your Embassy representative).
- Build critical thinking skills in students.
- Involve: speaking, listening, reading and writing.

Last updated: May 29, 2019

Each and every student in the program must receive a new (not photocopied) course book or books. The new course books belong to each student, and after the program ends the books are the property of the students. You may include costs for all of the textbooks and corresponding teachers' books in your proposal. Before proposing a textbook title in your narrative proposal, please be sure that you can find and buy the books locally, or that you have a cost way of having them shipped to you.

In addition to materials in the textbook, Access teachers are strongly encouraged to incorporate supplementary materials into lessons. Teachers can download and use materials from americanenglish.state.gov or enrich classes with the U.S. Department of State created materials (*See Appendix 2.1 for a List of Potential Materials*). Teachers are also free to create and use other materials, if they suit the Access Program goals.

1.5 Enhancement Activities

In addition to the weekly classes based on the textbook, the Access program must include Enhancement Activities. These activities are designed to reinforce a topic by creating a lasting impression and memory for students. Enhancement activities are interactive, experiential activities. They are special activities planned by the teachers and Access coordinator. English must be a component in all enhancement activities. Enhancement activities must occur at least once a quarter throughout the program. All students and teachers must participate in enhancement activities on a regular basis.

There are four main topics for Enhancement Activities:

1) U.S. Culture and Values
2) Personal Development
3) Community Service
4) Computer / Technology Skills

A. US. Culture and Values

A key element of the Access Program is to familiarize students with important features of U.S. culture and values. Students are encouraged to develop respect for and interest in other cultures, customs, and beliefs. At least three of the following course topics must be covered during an Access Program: U.S. Holidays, U.S. History, U.S. Popular Culture, U.S. Education, Gender Issues, the Environment, Ethnic Tolerance, Democracy, or Civil Society.

Examples of enhancement activities related to U.S. culture and values are:

- Celebrating U.S. holidays, such as a Fourth of July picnic
- Writing and producing skits about key events in U.S. History
- Science-themed activities relating to environmental issues
- Inviting guest speakers to discuss aspects of life in the U.S. such as ethnic diversity and tolerance

Last updated: May 29, 2019

- Field trip to an American Corner at the U.S. Embassy or Consulate

B. Personal Development Activities

The Access Program seeks to foster students' personal development by building balanced intellectual and emotional capabilities to better prepare them for future academic and professional endeavors. Students should be introduced to topics such as career development, pursuing higher education, and applying for U.S. government-sponsored exchange programs. <u>A minimum of two personal development activities are required during the program</u>.

Examples of Personal Development activities are:

- Visits to local colleges and universities to expose students to opportunities for higher education or other exchange programs
- Visits by EducationUSA advisors (ask your U.S. Embassy/Consulate for help)
- Visits by guest speakers from the private sector to discuss career opportunities
- Career development activities that practice skills such as resume writing, application writing, and interviewing
- Visits by guest speakers from the U.S. Embassy/Consulate and American Language Center to discuss ways in which Access alumni can stay connected to the U.S. Embassy/Consulate

C. Community Service Activities

The Community Service component increases the students' awareness of issues facing their respective communities, while also giving them an understanding of the ways they can positively contribute to civil society. Community Service activities are projects that students volunteer to do, without any pay, to improve their communities. Examples of this are volunteering to teach younger children, helping elders with shopping, collecting book donations for a community library, or putting on a play about protecting the environment.

To be effective it is important that students are actively involved in the community service planning process. They should be engaged with assessing community needs, designing projects to address community needs, and reflecting before, during and after the service experience. In addition, service activities should be designed to meet learning objectives, not just to "do service." Successful community service-learning projects teach students the skills of researching, planning, implementing and reflecting. As much as possible, the students should use their English skills while completing their community service projects. <u>At least one community service project is required during the program</u>.

Please use the guidelines in Appendices 2.4, 2.5, and 2.6 when planning Community Service Projects.

Last updated: May 29, 2019

D. Computer and Technology Instruction

Access Programs should also include computer or technology instruction. This type of enhancement activity provides instruction in the computer and technology skills students will need in their future. Ideally the computer classes themselves should be conducted in English or incorporate English. For example, students can learn and use their technology skills to complete class research or presentation projects. They should learn skills such as typing, word-processing, and emailing, along with information about media literacy and social media safety. The Access provider can determine the appropriate number of hours dedicated to computer and technology instruction based on the current skill level of the students and availability of technology.

Most importantly, providers must do everything possible to keep all students safe online. Teach best practices for social media and be sure the content they are using is instructional.

Important Points Enhancement Activities:

- The Provider must undertake efforts to protect the health, safety, and welfare of all participants in the Access Program and address any issues immediately.

- The students must have some form of medical/travel insurance for any excursions outside of the classroom.

- English must be a component in all enhancement activities, whether as part of the activity itself or in a follow up classroom activity.

- Send the U.S. Embassy highlights for the enhancement activities throughout the Access Program in a timely fashion.

1.6 Intensive Sessions

Intensive Sessions are one to four-week long 'summer' programs, but may also occur between semesters or during other school breaks. During Intensive Sessions Access students meet between three and eight hours a day over consecutive days. Hours of instruction during Intensive Sessions may not exceed 8 hours per day or 40 hours per week. Intensive Sessions can be held at the beginning of an Access program, in the middle of the program, and/or at the end of the Access program. There may be more than one Intensive Session in any Access program.

Intensive sessions are important opportunities to practice English language skills, build teams, and gain confidence. Students enjoy these opportunities to take learning outside of the confines of the school room. Intensive Sessions also tend to be the time when the strongest memories of the Access Program are made and friendships are cultivated. Providers are encouraged to include Intensive Sessions, in addition to the mandatory After School Instruction and Enhancement Activities.

Last updated: May 29, 2019

Intensive Sessions should encourage fun and active learning, and are designed with hands-on learning and creativity in mind. As much as possible, enhancement activities should incorporate U.S. Embassy/Consulate exchange alumni, U.S. exchange program participants, U.S. Embassy/Consulate personnel, and other outside English-speaking guests.

Examples of Intensive Sessions are:

- Learning and putting on dramatic plays / shows in English.
- Going out into nature to learn about and discuss the environment in English.
- Organizing a talent show in English.
- Going on a bus trip to a museum and completing tasks about the exhibits in English.
- Having an American style 'summer' camp, where students stay overnight together, play games and sports, and participate in team-building and leadership activities – all in English.

Remember that there are many costs and safety considerations when planning an overnight camp Intensive Session. The students must have some form of medical/travel insurance for any excursions outside of the classroom. Providers are encouraged to seek out professional establishments that work regularly with children or minors and have safety measures in place. The American Camp Association is just one example of what a Provider should consider when planning an intensive session http://www.acacamps.org/staff-professionals/events-professional-development/core-competencies.

Important Points Intensive Sessions:
- The Provider must undertake efforts to protect the health, safety, and welfare of all participants in the Access Program and address any issues immediately.

- The students must have some form of medical/travel insurance for any excursions outside of the classroom.

- English must be a component in all enhancement activities, whether as part of the activity itself or in a follow up classroom activity.

- Send the U.S. Embassy highlights for the enhancement activities throughout the Access Program in a timely fashion.

1.7 Exposure to Americans and U.S. Resources

Access seeks to prepare students for conversational English language skills with both native and non-native speakers of English through a variety of experiential learning activities. There are a number of resources available to enhance the student's Access Program experience. Each resource varies from region to region so please make sure to contact the local U.S. Embassy/Consulate to see if the listed resources are available in a specific area.

If available, when planning an Access program, the provider should try to incorporate:

Last updated: May 29, 2019

- **EducationUSA Advising Centers**: these centers offer objective and timely information about educational institutions in the United States and how to best access those opportunities. Each year, thousands of prospective students learn about opportunities to study in the United States through EducationUSA centers. This is a great resource and providers can include a trip to an advising center, inviting a speaker, or by visiting educationusa.state.gov during computer classes.

- **American Spaces** is a term that refers to the American Corners, International Resource Centers, and Binational Centers located in some countries. Visit the American Spaces site https://americanspaces.state.gov/home/ or contact the U.S. Embassy/Consulate for more information.

In addition to visiting these places, think about how you can invite Americans to come and visit the Access classes. The U.S. Embassy and Peace Corps often have a number of American teachers in particular countries. These teachers include, but are not limited to:

- **English Language Fellows (Fellows)** are U.S. English-language teaching professionals placed in universities, ministries of education, and other institutions for ten months. Fellows work with their hosts as well as the local and regional English language teaching community to create and implement courses, materials, curricula, and training programs that build stronger connections between the host and U.S. culture. Fellows can assist teachers with Access Program activities. Fellows cannot teach in the Access Program.

- **Fulbright English Teaching Assistants (ETAs)** are U.S. college graduates who assist teachers of English. English Teaching Assistants help teach English language in educational institutions while serving as U.S. cultural ambassadors. ETAs can assist teachers with Access Program activities. ETAs cannot teach in the Access Program.

- **Peace Corps Volunteers** work in a variety of contexts and hold different responsibilities. Contact the U.S. Embassy/Consulate to see if Peace Corps Volunteers are in a specific area.

Ask your embassy contact person if these programs are in your country and ask them for help inviting these teachers to the Access program.

Last updated: May 29, 2019

2. Roles and Responsibilities: Provider, Coordinator, and Teaching Staff

By seeking to join the Access family, an In-Country Educational Service Provider demonstrates their commitment to strengthen their local community by increasing the English language skills of local youth; contributing to their improved self-confidence due to stronger critical thinking skills; and increasing their exposure to new career and educational opportunities to study abroad or obtain better jobs.

2.1 In-Country Educational Service Provider

The roles and responsibilities of the Provider include, but are not limited to:

- Recognizing a strong need in the local community for Access;
- Evaluating the institution's ability to implement an Access Program as requested by the U.S. Embassy;
- Working closely with the U.S. Embassy to plan effective and efficient programming;
- Drafting proposals that meet program requirements and submitting them for approval to the U.S. Embassy;
- Advertising and recruiting participants for the student scholarships;
- Collaborating with the U.S. Embassy during the participant selection process;
- Providing the same standardized pre- and post-test to all students upon entering and exiting the Access Program;
- Implementing the program according to the oral and written guidelines from the U.S. Embassy which include but are not limited to approved proposals and the signed agreement between the cooperating agency based in the United States and the in-country educational service provider;
- Hiring highly-qualified personnel (i.e. Access Coordinators, Teachers, Teaching Assistants) to regularly monitor and evaluate the program to ensure it is implemented in accordance with the relevant official documents as well as to highlight best practices and address challenges quickly;
- Planning regular enhancement activities that provide hands-on and interactive opportunities for students to engage in discussions, games, community service, and other activities related to U.S. culture and values;
- Sending invitations to the U.S. Embassy/Consulate to notify them of special events, and opportunities to visit and speak;
- Providing official documentation, i.e. certificates, letter of congratulations, etc. signed by the U.S. Ambassador (or U.S. Embassy/Consulate Officer) to each Access student at the beginning and end of the Access Program; and
- Submitting financial reports and alumni data according to the schedule outlined in the agreement, and when requested by the U.S. Embassy/Consulate.

In order to implement the Access program successfully, Providers will need to hire responsible, professional staff. When planning your Access program proposal and budget think about the following staff positions.

Last updated: May 29, 2019

2.2 Access Coordinator

Each Access program must have an Access Coordinator that serves as the liaison between the Access teachers and the U.S. Embassy/Consulate. The Access Coordinator should also provide support to the teachers concerning administrative matters. Since the Access Coordinator will work with the U.S. Embassy and be responsible for completing the reports, the Coordinator should have good English skills.

Access Coordinators' responsibilities include, but are not limited to:

- Assisting in the selection process of the students.
- Assisting in the recruitment of the students.
- Assisting the Provider in the purchase of Access materials.
- Liaising with the Provider authorities to secure access to the room space.
- Submitting financial and progress reports by the agreed deadline.
- Helping the Provider organize the opening and closing ceremonies.
- Frequently visiting each class to ensure proper administration of the program.
- Evaluating Access classes and noting any recommendations for improvement.
- Consulting with Access teachers on solutions to noted recommendations for improvement.
- Notifying the U.S. Embassy/Consulate of sudden changes, emergencies, or interruptions of the Access classes and program.
- Assisting teachers in organizing the administration of the pre-and post-test for student progress evaluation.

2.3 Teachers and Teacher Assistants

Each Access group must have a Lead Teacher. If there are more than 18 students in a class, consider also having a Teaching Assistant to help give students more personalized attention. All Access Lead Teachers must be qualified to teach English and have good English language skills.

All Teacher and Teacher Assistant duties are planned and executed in agreement with the Access Coordinator. The Teachers and Coordinators work together to select a qualified Teaching Assistant, promote the program, recruit students, screen applications, conduct interviews, and notify candidates of the results.

Teaching salaries must be adequate and competitive, and within local public school teacher rates.

Teachers' qualifications may include but are not limited to:

- Holding a university degree(s) with the qualification "English Language Teacher" and at least three years of experience working with students.
- Strong desire and motivation to work with disadvantaged youth.
- Dedication to working with Access students.
- Ability to organize and participate in enhancement and out-of-class activities.
- Willingness to attend professional development and Access Program events organized by the U.S. Embassy/Consulate.

Last updated: May 29, 2019

- Availability for the weekly number of hours in the afternoons during weekdays or on Saturday mornings.
- Basic knowledge of U.S. society and culture.
- Basic computer skills with Microsoft Office (Word, PowerPoint), an internet browser (Explorer, Firefox, Netscape, etc.), and e-mail.

Teachers' responsibilities may include, but are not limited to:

- Selecting appropriate American English materials that meet the program objectives.
- Developing a course syllabus that clearly outlines the topics of the classes and expectations of the students.
- Developing and implementing quality lesson plans according to the Access Program objectives.
- Holding classes and conducting enhancement activities in accordance with the schedule and curriculum approved by the Access Provider.
- Designing evaluation materials to properly assess students' progress in accordance with the benchmarks established at the start of the program.
- Conducting student assessments on a regular basis.
- Submitting progress reports according to the schedule established by the Provider.
- Ensuring student portfolios are filed, accessible and frequently updated.
- Monitoring and regularly updating dossiers of the students' attendance and notifying the coordinator of the students' progress through regular written reports.
- Developing, planning, and implementing the enhancement activities according to the Access Program objectives and duties listed above.
- Ensuring the health, safety and welfare of the students during planned classes and activities.
- Seeking to improve methodical and pedagogical skills through participation in seminars, lessons of visiting experienced colleagues, and self-education.

Teaching Assistants' responsibilities may include but are not limited to:

- Assisting teachers in the duties and responsibilities listed above, as required.
- Providing additional assistance to lower-level students, as required.
- Providing supplemental activities for higher-level students who have completed assigned tasks ahead of time.
- Assisting to ensure the course runs smoothly and successfully.

3. Applying to be an English Access Microscholarship Program Provider

If you wish to apply to be an English Access Microscholarship Program provider, you will need to complete two proposal templates:

1) the Scholarship Technical proposal and
2) the Scholarship Cost proposal.

The U.S. Embassy/Consulate will provide you with the latest proposal templates. <u>You must review all of the information in this handbook before submitting your proposal.</u> The U.S. Embassy or Consulate may also ask you for additional paperwork.

NOTE: Submitting a proposal to the U.S. Embassy or Consulate does NOT mean you have been selected as a provider. **The U.S. Embassy will contact you to tell you if your proposal has been accepted or not. You cannot start an Access program until you have applied, been accepted, and completed all of the agreement paperwork.**

<u>After reviewing the entire Official Access Handbook, an applicant must submit a proposal narrative and budget using the Access proposal templates</u>. Contact the U.S. Embassy/Consulate for the latest version of this template to reduce the possibility of having to resubmit a corrected proposal.

All Access programs must deliver the number of hours, and course elements specified in the signed program agreement. <u>The program agreements are based on the narrative proposal. Selected providers must implement the program as set out in their proposals/agreement</u>.

3.1 Technical Proposal

The Technical Proposal Template has different tabs along the bottom:

1. Access Requirements
2. Applicant Organization Information
3. Program Timeline
4. Program Staff
5. After School Instructions
6. Enhancement Activities
7. Intensive Sessions
8. Summary

Please complete the tabs accurately. If you are selected to be an Access provider, then the Embassy will use the information that you have provided in the templates to draft the official agreement. Therefore it is essential that all of the information is accurate and complete.

Last updated: May 29, 2019

3.2 Cost Proposal

In addition to the Technical Proposal, Providers will also need to submit a Cost Proposal. When planning your budget remember that program funds are <u>only</u> to be spent on program-related expenses for Access Program students and teachers and these expenses must be verified by receipts. *Note: No costs should be incurred before or after the period of performance of the agreement.*

<u>Please note that students and their families must not be expected to make any financial contributions to the Provider related to their participation in Access, purchase any materials for use during Access, or fund their own transportation to/from classes.</u>

The Cost Proposal has six tabs that you will need to complete:

Tab 1: Currency and Instructions

Provide all the requested information. Tell us what local currency you use and the current exchange rate.

Tab 2: After School Instruction Budget

Salaries and Wages

- Compensation of Teachers, Teaching Assistants and Other Instructional Staff for the After School Instruction should be adequate and competitive with local public school pay rates. The number of hours estimated for each staff member may include hours spent on after school instruction, curriculum development, student recruitment, and enhancement activities.

- If a Teacher, Teacher Assistant, or Other Instructional Staff member also provides instruction or enhancement activities for an intensive session, those hours should be included in the Intensive Sessions Budget (Tab 4).

- If a teacher also performs administrative work in a different role, such as a Program Coordinator, the hours of administrative work should be included in the Administration Budget (Tab 5).

Benefits

- Examples of benefits received by After School Instruction staff include pension, leave, insurance, and employee paid-taxes, etc. Benefits may vary by job category.

Books and Materials

- Budget for the cost of books for teachers (such as teacher edition textbooks and books for professional development), for students (such as student edition textbooks and graded/easy readers) and other instructional materials (such as supplementary materials and test materials used at the beginning and end of the program) for After School Instruction.

- Do not include shipping costs for books and instructional materials. Shipping costs for books and

Last updated: May 29, 2019

instructional materials should be budgeted under Other Costs in the After School Instruction Budget.

- American publishers and American English materials are preferred but not required.

- <u>Books purchased for the students remain property of the students upon their completion of the program</u>.

Travel- Transportation

- If necessary, budget costs for students or teachers traveling to and from After School classes, such as bus fares, vehicle rentals, taxis fees, etc. Transportation costs are calculated based on the cost of each trip per person.

- Do not include transportation costs for enhancement activities. Those costs are covered in the Enhancement Activities Budget (Tab 3).

Food and Beverage

- If necessary, budget for food and beverage items purchased specifically for the After School Instruction classes. Costs may be calculated using either Method 1 or Method 2. Use the method, or combination of methods, that works best for your program:
  - Method 1 - allows you to calculate costs based on the cost per meal per student or the cost per day per student.
  - Method 2 - allows you to calculate costs based on the per item cost of the food and beverage.

Other Costs

- *Miscellaneous Costs* may include classroom supplies, classroom rental, shipping for books and instructional materials.

- *Classroom Technology* may include costs to purchase or lease instructional laptops, overhead projectors, screens, printers, etc. Providers will need a strong justification for the purchase of any technology including an explanation of how the item will be used, how it will be maintained, and a confirmation that the item will only be used for Access classes, not for other Provider activities.

Tab 3: Enhancement Activities Budget

The Enhancement Activities Budget is divided into three sections: 1) Opening Ceremony costs, 2) Closing Ceremony costs, and 3) costs for Other Enhancement Activities. <u>*Salaries and Wages* and *Benefits* are not in the Enhancement Activities Budget. These costs should instead be included in the After School Instruction Budget (Tab 2), the Intensive Sessions Budget (Tab 4) or the Administration Budget (Tab 5), depending on the staff member(s) performing Enhancement Activity work.</u>

Last updated: May 29, 2019

Opening Ceremony Costs and Closing Ceremony Costs

Travel- If necessary, budget for transportation costs of students, teachers or guest speakers participating in the opening or closing ceremony. Do not include travel costs in the Enhancement Activities Budget for Administrative staff attending enhancement activities. If necessary, those costs would be included in the Administration Budget (Tab 5).

Travel- Transportation

- Transportation costs may include, bus fares, vehicle rentals, taxi fares, and train tickets and are calculated based on the cost of each trip per person.

Travel- Accommodations

- Accommodation costs are calculated based on the cost per night per person.

Food and Beverages

- Budget for food and beverage costs for the opening or closing ceremony based on the cost per item of the food and beverage.

Other Costs

- Other costs associated with the opening and closing ceremony such as supplies (certificates, t-shirts), facility and equipment rental, and honorarium for guest speakers may be included. If travel is planned for students and teachers, short-term travel/medical insurance with medical evacuation should be included.

Other Enhancement Activities Costs

Travel- If necessary, budget for transportation costs of students and teachers participating in other enhancement activities. Do not included travel costs in the Enhancement Activities Budget for Administrative staff attending enhancement activities. If necessary, those costs would be included in the Administration Budget (Tab 5).

Travel- Transportation

- Transportation costs may include, bus fares, vehicle rentals, taxi fares, and train tickets and are calculated based on the cost of each trip per person.

Travel- Accommodations

- Accommodation costs are calculated based on the cost per night per person.

Food and Beverages

- If necessary, budget for food and beverage items purchased specifically for other enhancement

Last updated: May 29, 2019

activities. Costs may be calculated using either Method 1 or Method 2. Use the method, or combination of methods:

- o Method 1 - allows you to calculate costs based on the cost per meal per student or the cost per day per student.
- o Method 2 - allows you to calculate costs based on the per item cost of the food and beverage.

Other Costs:

- Other costs associated with the other enhancement activities such as supplies, equipment rental, and entrance fees for museums/historic site visits may be included. If travel is planned for students and teachers, short-term travel/medical insurance with medical evacuation should be included.

Tab 4: Intensive Sessions Budget

Salaries and Wages

- Compensation of Teachers, Teaching Assistants and Other Instructional Staff for the Intensive Sessions Instruction should be adequate and competitive with local public school rates. The number of hours for each staff may include hours spent on intensive session instruction and enhancement activities.
- If a teacher, teacher assistant, or other instructional staff member also provides instruction or enhancement activities for the After School Instruction classes, those hours should be included in the After School Instruction Budget (Tab 2).

Benefits

- Examples of benefits received by Intensive Sessions staff include pension, leave, insurance, and employee paid-taxes, etc. Benefits may vary by job category.

Books and Materials

- Budget for books for teachers, for students and other instructional materials used for Intensive Sessions Instruction.
- Do not include shipping costs for books and instructional materials. Shipping costs for books and instructional materials should be budgeted under Other Costs in the Intensive Sessions Budget.
- American publishers and American English materials are preferred but not required.
- <u>Books purchased for the students remain property of the students upon their completion of the program</u>.

Last updated: May 29, 2019

Travel- If necessary, budget for travel costs of students, teachers and chaperons attending the Intensive Sessions. Do not include travel costs in the Intensive Session Budget for Administrative staff attending intensive sessions. If necessary, those costs would be included in the Administration Budget (Tab 5).

Travel- Transportation

- Costs may include, bus fares, vehicle rentals, taxi fares, and train tickets and are calculated based on the cost of each trip per person.

Travel- Accommodations

- Costs are calculated based on the cost per night per person.

Food and Beverages

- If necessary, budget for food and beverage items purchased specifically for the Intensive Sessions. Costs may be calculated using either Method 1 or Method 2. Use the method, or combination of methods, that works best for your program:
  - Method 1 - allows you to calculate costs based on the cost per meal per student or the cost per day per student.
  - Method 2 - allows you to calculate costs based on the per item cost of the food and beverage.

Other Costs

- Budget for other costs for Intensive Sessions such as facility and equipment rental, honorarium for guest speakers, and entrance fees. If travel is planned for students and teachers, short-term travel/medical insurance with medical evacuation should be included.

Tab 5: Administration Budget

Salaries and Wages

- Compensation of staff performing administrative tasks for the Access Program, in positions such as Program Coordinator, Accountant, Finance Manager, Administrative Assistant, etc.
- If an administrative staff member (such as a Program Coordinator) also serves as a teacher, teacher assistant, or other instructional staff member providing After School Instruction or Intensive Sessions Instruction, those instruction hours should be included in the After School Instruction Budget (Tab 2) and/or the Intensive Sessions Budget (Tab 4).

Benefits

- Examples of benefits received by After School Instruction staff include pension, leave, insurance, and employee paid-taxes, etc. Benefits may vary by job category and employment status (full-time, part-time).

Last updated: May 29, 2019

Travel – Travel *c*osts may be included for administrative staff conducting site visits, meeting with U.S. Embassy staff, attending program activities such as opening and closing ceremonies, enhancement activities, or intensive sessions.

Travel- Transportation

- Costs may include flights, bus fares, vehicle rentals, taxi fares, and train tickets and are calculated based on the cost of each trip per person.

Travel- Accommodations

- Costs may include hotel or other overnight facilities costs and are calculated based on the cost per night per person.

Food and Beverages

- Food and Beverage costs for administrative staff conducting site visits, attending program activities such as opening and closing ceremonies, enhancement activities, or intensive sessions, traveling for site visits of program activities, you may budget for food and beverages. Costs are calculated based on the cost per meal per staff or the cost per day per staff.

Other Costs

- Other costs for the administration of the program such as telephone, internet, printing costs, advertising for student recruitment, photocopies, facility rental, accounting services, and other necessary services such as security or audits may be included. Wire transfer fees related to receiving disbursements or returning unused funds at the end of the program may also be included. Inquire with your bank about the cost of wire transfers. If travel is planned for administrative staff, short-term travel/medical insurance should be included.

- Computer software Microsoft Excel (version 2010 or newer) is required. If you do not currently own a version of MS Excel 2010 or newer, you may include this cost in the Administration Budget and purchase the software once your agreement is active and the agreement start date has been reached.

- Do not include any costs for Opening or Closing Ceremonies as those costs should be in the Enhancement Activities Budget (Tab 3).

Indirect Costs

- Providers with current Negotiated Indirect Cost Rate Agreements (NICRAs) with the U.S. government may include indirect costs in the Administration Budget. These costs (indirect rates and base costs) will be verified through submission of the Provider's NICRA to the U.S. Embassy.

Last updated: May 29, 2019

Unallowable Costs for the entire Cost Proposal

- Cash/Cash prizes
- Alcohol

Once you have completed your Technical and Cost Proposals, submit them to the U.S. Embassy. You will be notified by them if your proposal was or was not competitive. The U.S. Embassy will select the best applicants based on the proposals received.

Important information about Financial Reporting and Verification of Expenditures

Providers will report actual expenditures through submission of a financial report each reporting period. Financial reports should not use the cost estimated in the Cost Proposal, but instead should report the actual cost of the expenditure. <u>ALL purchases must be verified with proper receipts/backup documentation.</u> Receipts/backup documentation may be proof of payment to service providers or vendors, paid invoices, payroll receipts, transactional reports from an accounting system, or cash register receipts. During site visits, U.S. Embassy/Consulate staff will ask to see the receipts/backup documentation for all purchases.

If you are not sure whether the purchase you are going to make is allowable, please contact the U.S. Embassy/Consulate <u>before</u> you spend funds without approval.

Last updated: May 29, 2019

4. Agreement Process

If you are selected to be an Access provider, then you will need to complete additional documentation BEFORE you may begin the program.

4.1 Required Documentation to Launch an Access Program

Please note that programs are not authorized to begin or incur costs until the agreement has all the required signatures and the local Provider has submitted all requested information. If U.S. Department of State approval and official documentation are not received at each step, then the Provider risks financing the entire cost of the program. The Access Program funds must only be used for program-related purposes stipulated in the proposal.

4.2 Financial Responsibilities and Expectations

The Access Program funds must be used only for program-related purposes stipulated in the proposal, as well as reported instruction hours and program-related activities under the categories of instruction, books and instructional materials, transportation, enhancement activities, administration, accommodation, and food. Providers must officially report actual expenses and will only be reimbursed for expenses incurred within the start and end dates indicated in the agreement. Providers should use current exchange rates when submitting financial reports. If there is uncertainty about whether a planned purchase is allowable, Providers should contact the U.S. Embassy/Consulate and U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs prior to making the purchase.

4.3 Agreement Process

The process for issuing an agreement begins when the U.S. Embassy/Consulate selects and approves the applicants completed technical and cost proposals. The proposal documents are reviewed and approved by the U.S. Embassy/Consulate, Regional English Language Officer, the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs and the Cooperating Agency; the Provider may be asked to clarify information or make revisions to the proposal. Once the proposal has been finalized and approved, the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs authorizes the Cooperating Agency to issue the agreement.

The agreement is the legal instrument which authorizes all work to be performed by the Provider. It is a legally-binding document signed by the Provider and the Cooperating Agency's Grants Officer and contains the terms and conditions under which the Provider will implement the Access Program. The proposal is fully incorporated into the agreement. The Provider will receive the following documents and instructions for completing the necessary forms:

Last updated: May 29, 2019

- Draft Agreement *(see Appendix 3.1 for an example of an Access agreement).*

- Approved Proposal

- Bank Information Form: Payments are normally wired to a bank account with a beneficiary name that matches the provider's institutional name. We strongly recommend reviewing the local laws that require specific registration in order for a Provider to be able to receive, withdraw, and send out foreign currency. Also, the Provider may need to investigate what type of account to set-up – specifically an account that allows for funds to be received from and sent to the U.S.

- Required Certifications Form

- Period 1 Estimate-Site Form

The draft agreement will contain the following information for the Provider to review:

- Name of the organization being issued the agreement. The Provider's name on the agreement should match the name on the approved proposal as well as the provider's institutional name on the bank account.

- Start date and end date of the agreement. All work performed and all costs incurred by the Provider must occur within this time period.

- The roles and responsibilities of the U.S. Embassy/Consulate and the Cooperating Agency.

- Scope of agreement and authorized budget: This section will reflect the program information from the Provider's proposal such as the number of students, the number of instruction hours per student, and the total instruction hours to be delivered by the Provider. It will also include the approved budget.

- Information on Cash Advance Payments.

- Final reconciliation and closeout.

- Schedule for required reporting.

- Compliance information with relevant U.S. government regulations.

- Information on termination and suspension.

The Provider must complete all required set-up documents, review the agreement in full, and send the signed agreement back to the U.S. Embassy/Consulate. The Cooperating Agency will add the final

Last updated: May 29, 2019

signature to the agreement once all necessary documents have been received from the U.S. Embassy/Consulate. The Cooperating Agency will send the final signed agreement with final proposal documents to the U.S. Embassy/Consulate to be shared with the Provider. The agreement has now been fully authorized and the Provider may begin their program. **Please note that Providers are only authorized to begin their Access program once the agreement is fully executed (i.e., signed by all parties). Any costs incurred for the planning, preparation or implementation of the program before the agreement is fully executed will not be reimbursed.**

All Access programs must deliver the number of hours, and course elements specified in the signed program agreement. If any changes are needed the provider should speak with their point of contact at the U.S. Embassy or U.S. Consulate BEFORE making any change. In certain circumstances we will need to amend the agreement. In all cases, providers must have written approval to make a change BEFORE changing what is stated in the agreement.

Last updated: May 29, 2019

5. Program Implementation, Monitoring, and Close Out

Once you have a signed agreement, then you can begin to implement the program.   The Provider is responsible for knowing the following information and completing the following steps.

5.1 Branding

This is a U.S. Department of State program funded by the U.S. Government. The official name of the program, as supported by the U.S. Congress, is the "English Access Microscholarship Program." The shortened forms "Access Program" or "Access" are acceptable. These are the only names that should be used when referring to the program. A frequent incorrect reference is ACCESS: the word "access" should never be in all capital letters, as it is not an acronym.

Ensure that the Access Program's name appears correct in all program-related documentation: "The English Access Microscholarship Program, funded by the U.S. Department of State."

All Access Program documents, applications, banners, t-shirts, publications, etc. must feature the U.S. Embassy/Consulate logo. The U.S. Embassy/Consulate must be the most prominent logo, if displayed with other logos.

5.2 Recruiting Access Students

Recruiting and selecting students is a key first step, when starting a program. Here is a potential timeline to help plan this phase of the program implementation:

Recruitment and Selection Timeline (EXAMPLE)	
Promotion	3-4 weeks
Receive Applications	2 additional weeks
Screen Applications and Set up Interviews	1-1 ½ weeks
Conduct Interviews	1 week
Notify Applicants of Results	1 week

Last updated: May 29, 2019

5.3 Definition of Economically Disadvantaged Students

An essential program requirement is that Access students are economically disadvantaged, primarily aged 13-to-20- years-old on the first day of class, with relatively minimal knowledge of English. If your program has 13-year-old students they must be 13 years old on the first day of class. Essentially, students should come from the lowest socio-economic bracket of the country/province. It is the Provider's responsibility to specifically verify students' economic status.

QUICK TIP!

Examples to verify economic status:

- Reviewing parent/guardian economic situation
- Requesting pay stubs
- Interview school or community officials that have access to such information
- Referencing other documents that contain economic information.

5.4 Advertising and Recruiting

Institutions should assess the level of need in their community and ensure that the Access Program benefits bright and economically disadvantaged students. Extensive advertising and recruitment may be conducted in order to reach the target audience and can involve such parties as local government officials, school administrators, civic and religious organizations, and the U.S. Embassy/Consulate.

Information about an Access Program should be spread widely by advertising in local newspapers and TV channels (if possible), and working with local departments of education and schools or other educational institutions. (*See a Sample Advertisement in Appendix 1.1*)

Advertising and recruitment information must clearly indicate that the Access Program is designated for bright but disadvantaged youth, primarily aged 13-to-20-years-old, at the beginning of the program, and that the Access Program is free of charge and sponsored by the U.S. Department of State. The Provider must organize its classes according to language proficiency levels and a two-year age range, e.g. 13-15 year olds, 14-16 year olds, 17-19 year olds, or 18-20 year olds, etc. Because of interest and cognitive differences, younger students must not be placed with much older students.

5.5 Selecting Access Students

All applicants must complete an application form that indicates that the Access Program is designated for bright but disadvantaged youth, primarily aged 13-to-20-years-old, at the beginning of the program, and that the Access Program is free of charge and sponsored by the U.S. Department of State.

The information on the application will be verified by the Provider implementing the program. The Provider must verify that the selected students are economically disadvantaged and represent students from diverse racial, ethnic, religious, geographic, or physically challenged backgrounds as appropriate.

Last updated: May 29, 2019

Additionally, <u>Providers must ensure that classes are gender-balanced with 50 percent girls and 50 percent boys</u>.

If a Provider is not able to include a mix of genders (both boys and girls) in a particular class or activity, an explanation about how gender-balance will be achieved across the entirety of the Access Program is required in the Program Report.

Selection processes may include applications, written/oral exams, essays, and interviews and must adhere to the following guidelines:

- <u>All aspects of the selection process must be in the student's native language(s)</u>.

- Application forms should have questions requesting the name, age, name or number of school/other educational institution as well as questions about parents/guardians and number of children in families. *(See Appendix 1.2 for a Sample Participant Application Form.)*

- <u>If essays are a part of the selection process, they must be in the students' native language(s)</u> and may ask students to explain their motivation and commitment to the Access Program.

- Interviews are the last stage of the selection process. Students should provide documents verifying their disadvantaged status before interviews take place. Examples of such documents include: guardians' salary statements, statements from pension funds, certificates of divorce/death, birth certificates, a report of their grades at school, and other appropriate documents. Copies of these documents must be filed and kept for both years of the Access Program and for a year afterwards. The U.S. Embassy/Consulate may ask to check these documents at any time during the Access Program. *(See Appendix 1.3 for Sample Interview Rubric.)*

- We encourage providers to invite a representative of the U.S. Embassy/Consulate beforehand to participate in the interviews and/or be a member of the final selection panel.

- <u>Once the students have been selected for the program, the provider must send the proposed student list to the U.S. Embassy/Consulate for their final approval. Providers must not accept students into the program until they have received this approval.</u>

We strongly recommend that each Provider develops a plan to replace students who withdraw from the program. <u>The U.S. Embassy/Consulate and Provider must set a time limit as to how late in the program a student can enter in order to maintain the integrity of the program</u>. Below are a few ideas:

- create a gender-balanced wait list of alternates from those students who weren't chosen, or

Last updated: May 29, 2019

- allow students to audit the class. The auditing students are required to participate in most activities as if they were a finalist in the Access Program. These auditing students may not receive paid materials, participate in funded enhancement activities or receive transportation stipends. However once a replacement is needed, s/he can receive the full financial benefits of the scholarship.

5.6 Working with Families and Students

Students are more successful when their entire community is behind their education. We recommend involving parents and relatives in the planning. Those in the students' homes and neighborhoods can help make their participation in the Access Program a true success.

- <u>Students and parents/guardians must be informed that the Access Program is intensive</u>. Students and guardians must be dedicated to students' success.

- <u>Students/guardians/families must be aware of attendance policies and the consequences of habitual unexcused absences</u>.

- Students who miss classes without an excuse or students who misbehave regularly can be withdrawn from the Access Program.

- We recommend providing forms to both students and guardians with the Access Program rules regarding attendance, behavior, participation in enhancement activities etc. Providers can prepare letters of commitment that are signed by students and their parents/guardians. *(See Appendix 1.4 for a Sample Parent Consent Form, Appendix 1.5 for a Sample Student Contract).*

- Students and their guardians, as well as teachers, need to grant permission via a signed release form before the Provider may take and potentially share their photos (for example, to social media or in a report). Providers will receive the Photo and Video Release Form with their fully signed agreement. Please have students, pending guardian approval, and teachers complete this form at the start of the Access Program. Note that it is not mandatory for a teacher/student/guardian to sign this form. <u>Providers must keep signed copies on file throughout the duration of the program and may only take and share a photo publicly if they have a permission form for all people in the photo.</u> *(See Appendix 1.6 for the Required Release Form.)*

- Voluntary withdrawals by students should be indicated in the Program Reports and reasons for withdrawing should be included in the student portfolio. By including the reason for withdrawal, we can create a better plan to address those reasons in the future.

Last updated: May 29, 2019

- In accordance with the time limits set between the U.S. Embassy/Consulate and Provider, withdrawals must be replaced with students from a list of alternates or students auditing the program.

5.7 Opening Ceremony

There must be an official opening ceremony at the beginning and an official closing ceremony at the end of the Access Program. The opening ceremony is an important aspect of the Access program as it sets the tone for all involved. It helps instill a sense of pride in the students for having been chosen for the Access Program. It is also motiving for them to see that members of the U.S. Embassy, the provider, and teachers are all engaged and involved in their learning process. At the opening ceremony, the students must be given a certificate of award signed by a U.S. Embassy/Consulate official. Since these certificates are individualized, teachers are requested to send any modification/correction 15 days before the opening ceremony is scheduled.

QUICK TIP!

Please be aware that it is the responsibility of the Provider to request ceremony certificates from the U.S. Embassy/Consulate – please do so well in advance of the event so they will have plenty of time to get the required signatures!

At the ceremony, a representative of the U.S. Embassy/Consulate must be present to deliver the certificates. The availability of the U.S. Embassy/Consulate staff will determine the time and date of the ceremony; therefore, it may not be held exactly at the beginning of the course or planned without advising the U.S. Embassy/Consulate. For this reason, it is recommended that an informative meeting with the parents of the Access students and/or an informal opening ceremony be held just before the course starts.

5.8 Program Monitoring and Evaluation

Ongoing program monitoring and evaluation are critical elements of successful program implementation. Here are some key points to be aware of:

Guests and Visitors

Visitors from U.S. Embassy/Consulate will regularly come to monitor and evaluate the program. In addition to this, remember these site visits represent a great chance for students to practice their language skills with native speakers and to learn more about U.S. life and culture. Here are a few tips for hosting and preparing for visitors:

- Think ahead to the visit and prepare students by brainstorming relevant vocabulary and questions for visitors. If appropriate, plan a game to play together with the guest.

Last updated: May 29, 2019

- Do not put on a "show" for visitors – limit rote memorization of songs and poetry during a visit. Instead, give the visitor a chance to share in Questions & Answers with students. Providers may request visitors to speak on a topic related to the students' current focus of study, such as the visitor's hometown, favorite sport, or family. Most Americans are happy to answer questions and feel relieved to be directed to a specific topic.

Assessment

Providers must establish a system for monitoring and evaluating the progress of Access students. This must include administering a placement test (Initial) at the beginning of the Access Program and the same test at the end of the Access Program (Exit) to track the progress of the student's language acquisition based on a scale of 0-100 points. The monitoring and evaluation system may also include establishing progress benchmarks and providing feedback to students and teachers throughout the program. Aspects of student performance to be evaluated throughout the program may include listening comprehension, verbal communication, accuracy, and fluency.

Providers must evaluate the success of every student. In order to do this, Providers must do the following:

- Give students the same pre- and post-tests at the beginning and end of the program. This allows Providers, the student, and the U.S. Embassy/Consulate to track and evaluate the success of the students throughout the program. Please note: the Provider should not race through material or teach to the test; it is important that the students learn and demonstrate progress with their English language proficiency as a result of their enrollment.

- Provide continuous assessment by giving unit tests, individualized feedback, or checkups.

- Collect all tests and store them in students' portfolios.

- Work with students and guardians if students have problems with classes/tests so that they can improve. The ultimate goal is learning for each student!

Reach out to other Access Providers or the U.S. Embassy/Consulate if there are any questions about testing or suggestions for placement tests.

5.9 Reporting and Highlights

Providers are required to submit programmatic and financial reports throughout the implementation period (agreement start to end date). Please refer to the signed agreement for the schedule of required program and financial reporting.

Last updated: May 29, 2019

Example table:

Reporting Period	Reporting Period Dates (Period Start Date to Period End Date)	Due Date for Reports (30 days after Period End Date)
1st Period	Oct 1, 2019 - Dec 31, 2019	Jan 30, 2020
2nd Period	Jan 1, 2020 - Mar 31, 2020	Apr 30, 2020
3rd Period	Apr 1, 2020 - June 30, 2020	July 30, 2020
4th Period	July 1, 2020 - Sep 30, 2020	Oct 30, 2020
5th Period	Oct 1, 2020 - Dec 21, 2020	Jan 30, 2020
6th Period	Jan 1, 2021 - Mar 31, 2021	Apr 30, 2021
7th Period	Apr 1, 2021 – June 30, 2021	July 30, 2021
8th Period	July 1, 2021 – Sep 30, 2021	Oct 30, 2021

All reports must be submitted to the U.S. Embassy/Consulate.

Reporting is an essential element of the Access Program. The program report templates are designed to record accurate program implementation, spending of Access Program funds, and formal requesting of continued funding every period. Providers should use accurate exchange rates when submitting financial reports.

The next tranche of program funds will be sent once accurate reports are received and approved. Late, incomplete, and/or inaccurate reports may result in delayed payments to the program. Payments will be sent only when all questions related to the report have been clarified. Misuse of funds or incomplete reporting can lead to the termination of an agreement.

Program highlights are very important as well. Providers must send highlights to the U.S. Embassy/Consulate demonstrating the students' involvement in Access Program activities such as holiday celebrations, social/voluntary projects, and others.

- Don't delay! Send program highlights to the U.S. Embassy/Consulate as soon as a special event has finished. We are most interested in activities and events when they are fresh – try to make an effort to send in the highlights no later than 7-10 days after the event. An interesting Halloween highlight from October is not as interesting when it is received in February. (*See the Access Program Highlights Form in Appendix 1.9*)

Last updated: May 29, 2019

- Be prompt with all reports! If something beyond the Provider's control is causing delays, please contact the U.S. Embassy/Consulate. Otherwise, Program & Finance reports are due on the date indicated in the official agreement and Monthly reports on the 15th of every month.

5.10 Program & Financial Reports and Receipts

Providers must submit a Financial Report and a Program Report based on the schedule outline in the fully executed agreement. The reporting documents will be reviewed by the U.S. Embassy/Consulate, the Cooperating Agency, and the U.S. Department of State, Bureau of Educational and Cultural Affairs. The U.S. Department of State, Bureau of Educational and Cultural Affairs has final authority to approve the reporting documents and authorize disbursement of funds.

For each reporting period, Providers will receive the reporting templates, along with detailed instructions. The Financial Report will include information about the Provider's actual expenses and cash balance. To convert expenses into U.S. Dollar, Providers should use the exchange rate based on the day expenses are incurred. Providers should also reconcile their bank account statement so that the calculation of Cash Balance (in U.S. Dollar) in their Financial Report is accurate. In some cases, this will require Providers to report an expense or credit due to currency loss or currency gain. The Program Report will include information about Access programming; for example, information about the different site locations, teachers, students, instruction hours and program enhancement and community service activities.

> **QUICK TIP!**
>
> Keep records of students' attendance, and, if somebody misses classes, check with parents/guardians for the reason of their child's absence. They should provide a medical certificate if they miss classes because of sickness. Please note that students must attend at least 70% of classes to keep their Access scholarship.

Providers are required to complete and submit both reporting documents to the U.S. Embassy/Consulate. Each section will have instructions for Providers and cells highlighted to mark areas that require data. Delays in submitting complete and accurate reports cause delays in payment. Habitual tardiness could mean the U.S. Embassy/Consulate may not select the provider for future programming.

Providers must also keep all receipts as reported program expenses must be verified by proof of purchase. Receipts must include vendor information, name of good(s), and quantity of good(s) purchased. Please be aware that receipts that are not properly issued may be denied by the U.S. Embassy/Consulate and therefore cannot be expensed to the Access Program. Providers will also not be eligible to receive another disbursement of funds until all receipts are accounted for.

Last updated: May 29, 2019

5.11 Closing Ceremony

There must be an official closing ceremony at the end of the Access Program. The closing ceremony is an important aspect of the Access program. It helps instill a sense of pride in the students and community for having successfully completed the Access Program. It is also motiving for them to be congratulated by members of the U.S. Embassy, the provider, and teachers. At the closing ceremony, the successful students must be given a certificate of award signed by a U.S. Embassy/Consulate official. Since these certificates are individualized, the provider is requested to send the names of the successful graduating students to the U.S. Embassy/Consulate at least 15 days before the opening ceremony is scheduled.

QUICK TIP!

Please be aware that it is the responsibility of the Provider to request ceremony certificates from the U.S. Embassy/Consulate – please do so well in advance of the event so they will have plenty of time to get the required signatures!

At the ceremony, a representative of the U.S. Embassy/Consulate must be present to deliver the certificates. The availability of the U.S. Embassy/Consulate staff will determine the time and date of the ceremony; therefore, it may not be held exactly at the beginning of the course or planned without advising the U.S. Embassy/Consulate.

The Closing Ceremony must be held before the end date of the agreement.

5.12 Special Circumstances

Amendments to the Agreement

Amendments must be completed if the required changes are to one or more of the following program requirements, as laid out in the agreement:

- Agreement Dates – adjusting the agreement start and/or end dates

- Budget – changing the amount of the total award (please see the Budget Revisions section below for other types of budget changes)

- Scope of Work – for example, the addition of an Intensive Session or other activity

- Change of Institution Name

How an amendment is processed:

- U.S. Embassy and/or the Provider identifies the need for an amendment and sends the request to the U.S. Embassy/Consulate, Cooperating Agency, and the U.S. Department of State, Bureau of Educational and Cultural Affairs.

Last updated: May 29, 2019

- The Cooperating Agency will alert the U.S. Embassy/Consulate to the need for an amendment after reviewing a program & financial report.

Once the need for an amendment is identified, the Cooperating Agency will discuss the amendment details with the U.S. Embassy and send an amendment request to the U.S. Department of State, Bureau of Educational and Cultural Affairs, for approval.

Once approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs, the Cooperating Agency will create and send amendment documents to the U.S. Embassy to collect signatures from U.S. Embassy/Consulate and Provider. Once signed, the final version of the amendment documents will be scanned and sent back to the Cooperating Agency for their signature. The amendment documents will be valid from the date of the Cooperating Agency's signature (see *Appendix 3.2* for a sample amendment).

Please note that formal requests to the Cooperating Agency for amendment must be submitted to and approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs at least two (2) weeks prior to the end of the period of performance (i.e. the end of the agreement). Requests for amendment submitted and approved less than two weeks prior to the end date or after the period of performance has expired (after the agreement end date) will not be processed.

Budget Revisions (Letter of Approved Budget Change)
If any of the following budget revisions are made, a Letter of Approved Budget Change must be processed:

- The amount of funds transferred between budget line items, excluding Administration, exceeds 10% of the total agreement award amount.
- Funds are moved into or out of the Administration budget line item.

The need for a Letter of Approved Budget Change will be identified in the same ways as an amendment (see above).

If the budget revisions take place before the last period of the program, a Budget Revision Request Form will be used to determine the new budget for the remainder of the program. If the budget revisions occur in the last period of the program, the final program and financial report will be used to determine the revised budget.

Once the budget revisions have been identified, the Cooperating Agency will discuss the details with the U.S. Embassy/Consulate and seek approval from the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs. Upon approval from the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs, the Cooperating Agency

Last updated: May 29, 2019

will create a Letter of Approved Budget Change and send it to the U.S. Embassy/Consulate to be sent to the Provider for their records, signifying the revised budget is approved and in effect (see *Appendix 3.3* for a sample letter of approved budget change).

Termination

In some circumstances when it is deemed by the U.S. Embassy/Consulate that an Access Program should not continue, the termination of the agreement may be considered. Termination may occur for a variety of reasons such as environmental (civil unrest, natural disaster), poor performance, or mismanagement of funds. Once a termination decision has been reached by the U.S. Embassy/Consulate and approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs, the Cooperating Agency's Grants Officer will prepare a letter for the Provider which formally terminates all activity under the agreement. Upon receiving a Termination Letter, the Provider must sign and return it to the U.S. Embassy/Consulate immediately. The letter will contain the effective date by which all program activity must cease. The Provider has 30 days after the effective date to complete the standard close out process (see close out process for more information), including submission of Final Program & Financial Report and return of all unused funds.

5.13 Program Close Out

All final financial and program reports required by the terms and conditions of the program's agreement must be submitted to the Cooperating Agency no later than 30 calendar days after each period listed in the agreement.

All costs, including the Closing Ceremony, must be incurred during the period of the agreement. Costs, including salaries, will not be reimbursed outside the dates of the agreement. Please refer to the program's agreement for exact dates of the period of performance.

Working with the U.S. Embassy for Program Close Out

When the agreement ends, the Provider will submit a final program and financial report. When the final reports have been reviewed and approved, Providers will receive a Close Out Letter and a Disbursement Report. The Close Out Letter will confirm that all reports have been received, no outstanding documents remain and will end all agreement obligations. The Disbursement Report serves as a record of all the payments made to during the program.

If there are unused funds at the end of an agreement, the Provider will receive instructions for returning them. Once the funds have been received, the Provider will receive the Close Out Letter verifying the return of all unused funds. It is important to note that the Close Out process cannot be completed until unused funds are returned. The failure to return unused funds will violate U.S. Government regulations, and as such, place the Provider at risk of being reported to the U.S. Government as delinquent. Delinquent

Last updated: May 29, 2019

<u>Providers will not be eligible to receive future U.S. Government funding.</u> Please see the chart below for a summary of the Close Out process.

To comply with auditing and U.S. Government regulations, <u>the provider must keep the following documents for at least three years after the end of the program.</u> These documents include but are not limited to:

- Signed agreement
- Finalized agreement amendment(s) or letter(s) of approved budget change
- Close out Letter and Disbursement Report
- All program & financial report forms
- Original receipts
- Bank Statements
- Financial reports that relate to Program costs

The U.S. Embassy/Consulate is always ready to assist with any questions or concerns throughout this process, so please do not hesitate to ask sooner rather than later.

Last updated: May 29, 2019

Close Out Process
1) By **30 days** after Agreement end date, the Provider sends completed **Final Program & Financial Report** to their U.S. Embassy/Consulate.
2) The **Final Program & Financial Report** is reviewed by U.S. Embassy/Consulate and the Cooperating Agency, and is reviewed and approved by the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs.
3) If there are no unused funds to return, the Cooperating Agency prepares **Close Out Letter** and **Disbursement Report** and sends to U.S. Embassy/Consulate.
4) U.S. Embassy/Consulate forwards **Close Out Letter** and **Disbursement Report** to Provider for their records.
Return of Unused Funds
1) Once a **Final Program & Financial Report** has been approved, if there are unused funds remaining, Cooperating Agency sends **Return of Unused Funds Instructions**, **Return of Unused Funds Bank Letter** and **Confirmation of Wired Funds form** to U.S. Embassy/Consulate. The U.S. Embassy/Consulate forwards to Provider for action.
2) Within 7 days of sending **Return of Unused Funds Instructions**, **Return of Unused Funds Bank Letter, Confirmation of Wired Funds form**, Provider wires funds to Cooperating Agency and emails **Confirmation of Wired Funds form** to U.S. Embassy/Consulate. The U.S. Embassy/Consulate forwards to the Cooperating Agency.
3) When returned funds have been verified, Cooperating Agency prepares **Close Out Letter** and **Disbursement Report** and sends to U.S. Embassy/Consulate and forwarded to Provider. (**Close Out Letter** and **Disbursement Report** are not sent until return of funds has been verified by Cooperating Agency).
4) If funds are not returned, Cooperating Agency sends **Letter of Delinquency**. (**Close Out Letter** will not be issued, Provider will be in violation of U.S. Government regulations, and may not be eligible to receive future funding).

6. Summary

When planning a new English Access Microscholarship program always keep the goals of the program in mind – the aim of Access is to help students acquire the job and life skills they need to succeed by participating in high quality English language classes and activities delivered by experienced and caring teachers. If you keep that aim in mind, then the rest of the pieces will begin to come together. While there are many components and steps in launching an Access program, the rewards are wonderful and we're sure you will be impressed with the results.   The students gain confidence and knowledge and teachers gain skills.

Your point of contact at the U.S. Embassy/Consulate is there to assist you in the process. If you are selected to be an Access provider, then they will be able to help you through the process. Please feel free to ask them questions at any time. Also be sure to read through this guide thoroughly, including the Appendices below. These will help you to better understand the program and ensure that you run a high-quality Access program for your students.

Below we have included two summary sheets for your reference:

1. Minimum Standards Checklist. This list the bare basic requirements that each Access provider must do. You can do much more than the basics, but this list will help to remind you of the necessary requirements.

2. Communication and Responsibilities. This chart will show you the main institutions working on the program and what their responsibilities are.
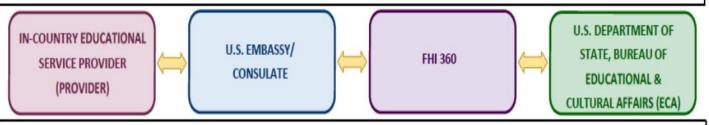
We are sure that with some dedication to the program and to the students, you will all be able to have manage a very successful Access program.

Last updated: May 29, 2019

6.1 Minimum Standards Checklist

Program Requirements	Administrative Requirements
Advertising: ☐ "English Access Microscholarship Program", "Access Program", and "Access" are the only names that should be used when referring to the program ☐ Advertisements must clearly indicate that the Access Program is for bright but disadvantaged youth ages 13 to 20, free of charge, and is sponsored by the U.S. Department of State **Recruiting Students:** ☐ Students must be between 13 and 20 years of age on the first day of the program ☐ Students must be economically disadvantaged ☐ Classes must be gender-balanced with 50 percent girls and boys. Include explanation for any exceptions. **Selection Process:** ☐ Selection process must be in the students' native language ☐ Application forms must have questions requesting the name, age, name or number of school/other educational institution as well as questions about parents/guardians and number of children in families ☐ Students must provide documents verifying their disadvantaged status ☐ A representative of the U.S. Embassy/Consulate must be included as a member of the final selection panel **Parents and Guardians** ☐ Parents/guardians must be informed that the Access Program is intensive ☐ Parents/guardians must be aware of attendance policies and the consequences of habitual unexcused absences **Opening Ceremony:** ☐ A representative from the U.S. Embassy/Consulate must be present for the opening ceremony ☐ Participants will receive a Certificate of Award signed by the U.S. Ambassador or other U.S. Embassy/Consulate Officer **Instruction:** ☐ Access Programs must provide 360 Instruction Hours per Student and report the Total Delivered Instruction Hours as outlined in the agreement. ☐ Access Programs must include After School instruction ☐ Intensive Sessions are encouraged but not required ☐ Classes will have between 12 and 25 students per class ☐ If the selected students exceed a two-year age range, the Provider must explain how it will maintain adequate learning ☐ Enhancement Activities must occur at least once a reporting period and include topics relating to U.S. culture and values, personal development, and community service ☐ English must be a component of all enhancement activities ☐ A minimum of two personal development activities are required ☐ Students must be given the same language proficiency test at the beginning and end of the program ☐ The minimum passing grade and attendance for all Access Programs is 70percent **Closing Ceremony:** ☐ A representative from the U.S. Embassy/Consulate must be present for the closing ceremony ☐ Participants will receive a Certificate of Completion signed by the U.S. Ambassador or other U.S. Embassy/Consulate Officer	**Proposal:** ☐ Submit completed narrative and budget template to U.S. Embassy/Consulate. ☐ Program start and end dates should include all planning and preparation as well as close out ☐ Use current exchange rate when submitting the proposal budget. **Agreement Set-up:** Complete and Submit: ☐ Bank Information Form ☐ Required Certifications ☐ Payment Request Form **Agreement:** ☐ Review and sign agreement ☐ Access Programs must not launch without a fully signed agreement. **Program and Financial Reports:** ☐ Program and Financial Reports must be completed and submitted on a quarter or semester basis as outlined in agreement. ☐ All expenses must be reported and verified with receipts. ☐ All expenses must be reported in U.S. Dollars. ☐ To convert expenses into U.S. Dollar, Providers should use the exchange rate based on the day expenses are incurred. Providers should also reconcile their bank account statement so that the calculation of Cash Balance (in U.S. Dollar) in their Financial Report is accurate. In some cases, this will require Providers to report an expense or credit in the Admin line due to currency loss or currency gain. ☐ The Provider must have permission from U.S. Embassy/Consulate prior to the purchase of anything not proposed and/or reflected in the approved budget. ☐ All costs must be incurred during the period of performance. **Close Out:** ☐ The Provider must return any unused funds. ☐ Save Close Out Letter and receipts for 3 years after Access Program end date. **Other:** ☐ The Provider must complete and submit Photo and Video Release Forms to U.S. Embassy/ Consulate ☐ The Provider should send highlights to U.S. Embassy/Consulate demonstrating students' involvement in Access Program activities such as holiday celebrations, social/voluntary projects, and others. ☐ Providers are asked to encourage teachers and students to visit www.americanenglish.state.gov for resources

Last updated: May 29, 2019

6.2 Communication and Responsibilities

ACCESS PROGRAM COMMUNICATION AND RESPONSIBILITIES

IN-COUNTRY EDUCATIONAL SERVICE PROVIDER (PROVIDER)	U.S. EMBASSY/ CONSULATE	FHI 360	U.S. DEPARTMENT OF STATE, BUREAU OF EDUCATIONAL & CULTURAL AFFAIRS (ECA)

PROGRAM SET-UP

*Designs program and curriculum *Submits proposal to U.S. Embassy/ Consulate *Submits signed set-up documents to U.S. Embassy/Consulate *Establishes bank account to receive/ return funds in the name of Provider *Signs agreement	*Recruits, vets, and selects Providers *Assists Providers with program design and set-up *Reviews and approves proposals prior to submission to FHI 360 *Facilitates proposal clarification questions *Facilitates agreement set-up process *Approves bank accounts	*Processes proposals and reviews for completion *Submits proposals to ECA for review and approval *Processes agreements *Signs agreements	*Creates and maintains program guidelines and policies *Reviews and approves proposals *Approves third-party bank accounts *Approves agreements

PROGRAM IMPLEMENTATION

*Implements program *Submits certified reports to U.S. Embassy/Consulate *Submits highlights to U.S. Embassy/ Consulate *Communicates questions or concerns to U.S. Embassy/Consulate for resolution of issues	*Informs Providers of all guidelines and communication sent from FHI 360 and ECA *Reviews and verifies program financials *Approves and submits reports to FHI 360 *Monitors each Provider and conducts site visits *Notifies Providers of payment details *Reviews, approves, and requests amendments/budget changes *Seeks guidance from ECA as necessary	*Communicates all necessary program notifications and guidelines to U.S. Embassy/Consulate *Sends reporting templates to U.S. Embassy/Consulate for Providers *Processes reports and submits to ECA for review and approval *Issues payments to Providers *Sends notification of payments to U.S. Embassy/Consulate *Processes amendment/budget change requests and submits to ECA for approval	*Approves reports *Authorizes payments *Approves amendment/budget change requests

PROGRAM CLOSE OUT

*Submits final reports to U.S. Embassy/Consulate within 30 days of agreement end date *Returns all unused funds to FHI 360 *Retains required program documen-- tation in records for at least 3 years	*Facilitates return of unused funds from Providers *Sends Close Out Letter to Providers	*Notifies U.S. Embassy/Consulate of unused funds to be returned *Issues Close Out Letter to U.S. Embassy/Consulate for Providers	*Approves program close out

Last updated: May 29, 2019

Appendices: Part 1 - SAMPLE TEMPLATES

1.1 Advertisement

Please use this sample as a guideline for creating your own advertisement in your language. Take note of the highlighted items below and consider how you might change them for your city and Access Program.

Dear students of schools, colleges and universities in (insert name of city and country here):

The U.S. Embassy in (insert name of country here) and (insert name of Provider here) are excited to announce a great opportunity for students primarily aged13- to20- years old to demonstrate their knowledge and skills in a competition to receive an educational scholarship to learn English. The selected finalists will participate in the two-year program called the English Access Microscholarship Program (Access) funded by the U.S. Department of State.

INFORMATION ABOUT THE PROGRAM

The Access Program provides an opportunity for students in (insert name of country here) to learn about U.S. culture and values, deepen their knowledge of the English language, and take an active part in the development of (insert name of country here).

The program consists of two components:

1. English language lessons according to the students' level and

2. Cultural activities that build their understanding of the United States.

PROGRAM DATES: (Insert: From month, day, year to month, day, year).

FINANCIAL SUPPORT: The Access Program pays for the student's tuition, books, and transportation costs.

PROGRAM REQUIREMENTS:

Applicants must provide:
1. an identity card or birth certificate (original and copy);
2. a report card/certificate from school (original and copy)/ transcript;
3. documents confirming the status of low-income families (certificate of family composition/certificate of disability or loss of a breadwinner / having many children / yearly family certificate of income for the U.S. Embassy / help from the pension /certificate of divorce of the parents);
4. 2 photos 3 x 4 inches;
5. resume (list of achievements and skills); and
6. letters of recommendation from 1) the supervisor of the educational institution and 2) the English teacher.

Last updated: May 29, 2019

1.2 Participant Application Form

Please use this sample as a guideline for creating your own application. Note the items below and consider how you might change them for your city and Access Program. PHOTO

(Attach student photo here)

English Access Microscholarship Program

Application for Participation

Today's date: _____

First Name: _____

Last Name: _____

Date of birth:_____(month)_____(day)_____ (year)

The number of completed years of school at the time of filing _____

Home address: _____

_____

Telephone: (____)_____

Cell phone: _____

E-mail (if available)_____

Mother's full name: _____

Mother's place of work and position:

_____

Mother's work phone (____) _____

Mother's cell phone _____

Last updated: May 29, 2019

Father's full name: _____

Father's place of work and position:
_____

Father's work phone (___) _____

Father's cell phone _____

In the absence of mother/father, fill in data about other relatives or guardians

Relationship of relative to applicant_____

Surname, name, patronymic name _____

_____

Place of work and position_____

Work phone (___) _____

Cell phone _____

The number of minor children in the family _____

The number of unemployed adults in the family _____

School the applicant attends: _____

 School Director's name:

English Class/course level at the time of application _____

Teacher's full name _____

Contact phones of English teacher _____

Last updated: May 29, 2019

Have you taken any English language courses outside of school? Yes/No

If Yes, please specify where and for how long _____

Do you know how to use a computer? Yes/No

Do you know how to find information on the Internet? Yes/No

Do you participate in any additional groups, clubs, courses, etc. at school? Yes/No

If Yes, list below which ones

_____

_____

 SIGNATURES

By my signature, I certify that, to the best of my knowledge, the information provided in my application is accurate and complete.

Signature:_____   Date:_____

1.3 Interview Template

Student's Full Name _____

Date_____

Questions	Score: See rubric below
1. What do you know about the program?	
2. How did you hear about the program?	
3. Why do you want to participate in the program?	
4. What knowledge and skills, in addition to language, will you be able to gain from the program?	
5. How will learning English help you?	
6. Why are you the right candidate for this program?	
7. How are you going to use the knowledge gained?	
8. Did you ever participate in events (competitions, contests, etc.)? Tell us about your participation in them.	
9. How will you apply the talents, skills, and knowledge gained to date to your studies in this program?	
10. Do you regularly attend classes and all activities? How are you going to juggle school work with the program?	
11. Will you be able to attend courses during the school holidays?	
12. Have you participated in any social or volunteer work?	
13. How have you demonstrated your commitment to learning in your life?	
FOR INTERVIEWER: The behavior during the interview (greetings, gestures, eye contact, facial expressions, the manner of sitting, make-up, appearance, etc.)	
TOTAL SCORE	

Last updated: May 29, 2019

Marking Rubric for Interview

Interviewers	3 points	2 points	1 points
(Teachers, U.S. Embassy Representative	**Answers were detailed** **Answers with a large amount of essential information were provided** **Provided adequate responses to the questions**	**Answers had some details** **Answers incomplete and missing necessary information** **Answer does not entirely correspond to the delivered item**	**Provides monosyllabic answers (Yes, no, I don't know)** **Reluctant to respond to questions** **The interviewer "pulls" information** **Does not understand the question posed**

Last updated: May 29, 2019

1.4 Parent Consent Form

(Note: the document is a sample and it should be translated to the native language of the participants)

My son/daughter has my permission to apply for and to participate in ALL components of the English Access Microscholarship Program, administered by (insert name of institution here). I agree that my son/daughter is required to abide by all policies pertaining to attendance, punctuality, behavior, and homework assignments and may be expelled from the program if he/she does not adhere to all of these policies.

I hereby confirm that all the information contained in this application is true and accurate and that I understand that my son/daughter may be removed from the program if it comes to the attention of (insert name of institution here) that any of the information provided in this application is not true or accurate.

I, _____, (full name of parent)

I consent to my child,_____, (full name of student) participating in the 20XX-20XX English Access Microscholarship Program, implemented by (insert name of institution here) and funded by the U.S. Department of State.

 I understand that the responsibilities of the program participant include but are not limited to:

1. Attending all classes unless an excused absence is requested and approved;
2. Completing homework;
3. Actively participating in all program activities; and
4. Observing the rules of (insert name of institution here)

I pledge to:

1. Support my child's participation in this program;
2. Keep informed of events occurring in the program;
3. Not obstruct the attendance of additional events organized by (insert name of institution here);
4. Attend parent conferences; and
5. Make a great effort to attend required events for students and parents.

By signing this Consent Form, I understand that my child may be excluded from the program if the above requirements are not respected.

_____

Parent/Guardian Signature   Date

Last updated: May 29, 2019

1.5 Student Contract

(Note: the document is a sample template and it could be translated to the native language)

STUDENT COMMITMENT

I, _____(student's full name) accept this scholarship funded by the U.S. Department of State to participate in the English Access Microscholarship Program.

I understand that my program responsibilities include but are not limited to:

- Attending all classes during the two-year program unless previously requested and approved and excused from attending, including signed documentation from my parent/guardian;

- Actively participating in all the activities of the program; and

- Complying with any requirements relating to conduct, punctuality, and homework.

I understand that my successes and achievements will depend on the successful implementation of each of the above items. After the program, I will actively participate in socio-economic development of my country and commit to the development of friendly relations with other peoples.

I promise to abide by all of the terms and conditions of (insert name of institution here). I am aware that I have the right to voluntarily withdraw from the program at any time. If I violate the rules, (insert name of institution here) reserves the right to terminate my Access Program scholarship at any time.

_____

Student's Signature   Date

Last updated: May 29, 2019

1.6 Required Release Form

PARTICIPANT CONSENT & RELEASE FORM
FOR ALL PARTICIPANTS:

I, _____, in connection with a U.S. Department of State-sponsored educational exchange program, hereby authorize the Department and its program implementing partners to photograph, film, or otherwise record and use my image and/or voice in connection with related public information programs and activities.

Additionally, I hereby authorize the Department and its implementing partners to release, publish, or quote such material, including my name, in connection with related public information programs and activities.

With respect to this material, I understand that content may be included in future speeches, on the Internet, and through multiple broadcast channels and print media (which may include use by U.S. Embassies abroad to promote Department exchange programs and public diplomacy efforts*) but that such content will not be used for commercial purposes.

I understand that I may decline to give my consent (by not signing this Form) and still continue to participate in all exchange program activities without being disadvantaged with respect to those activities.

* If applicable: In providing my consent, I ask that my name, image and/or voice not be used for promotional purposes associated with the U.S. government in the following specific countries or territories: _____
_____.

_____   _____
Participant's Signature   Date

_____   _____
Printed Name   eMail Address

_____
Participant's Home City & Country

** If applicable, FOR MINOR PARTICIPANTS:

I, _____, as the parent or legal guardian of the Department's program participant, grant the above consents and authorizations on behalf of my minor child or ward.

_____   _____
Parent's/Guardian's Signature   Date

_____   _____
Printed Name   eMail Address

1.7 Teacher Agreement

(This is a sample template showing what the agreement could include.)

The administrator of the English Access Microscholarship Program (Access) funded by the U.S. Department of State, (UNDERLINE INSTITUTION X, hereinafter referred to as "institution", and NAME OF TEACHER), hereinafter referred to as "teacher", have entered into this agreement for his/her duties under the Access Program.

The "teacher" shall be paid for his/her educational services, beyond existing duties, in accordance with the requirements of the program.

1. **The teacher's duties may include, but are not limited to:**

   1.1. Selecting appropriate textbooks and materials that meet the program objectives. American publishers and American English materials are preferred but not required.

   1.2. Developing a course syllabus that clearly outlines the topics of the classes.

   1.3. Drafting a calendar of activities.

   1.4. Holding classes and conducting extra-curricular activities in accordance with the schedule and curriculum approved by the School/Program.

   1.5. Ensuring the health, safety, and welfare of the students during planned classes and activities.

   1.6. Monitoring and regularly updating dossiers of the students' attendance and notifying the coordinator of the students' progress through regular written reports.

   1.7. Seeking to improve methodical and pedagogical skills through participation in seminars, lessons of visiting experienced colleagues, and self-education.

   1.8. Designing evaluation materials to properly assess students' progress in accordance with the benchmarks established at the start of the program.

   1.9. Submitting progress reports according to the schedule established by the Provider.

   1.10. Developing, planning, and implementing enhancement activities according to the Access Program objectives.

2. **The Provider's duties may include, but are not limited to:**

   2.1. Ensuring materials are available to conduct classes and extracurricular activities.

Last updated: May 29, 2019

2.2. Confirming venue space for the classes and extracurricular activities.

2.3. Conducting regular visits to monitor progress.

2.4. Submitting timely reports to the U.S. Embassy/Consulate.

2.5. Ensuring payment in accordance with the program budget, only for completed lessons.

3. Terms of the Agreement:

All modifications to this agreement must be done in writing and jointly executed by both parties. The agreement may be terminated for, but not limited to, the following circumstances:

3.1. Failure of the "teacher" to perform assigned duties or

3.2 Failure of the program to launch due to unforeseen circumstances.

Signature: First and Last Name   Date

Title

Institution

Country

Teacher's First and Last Name   Date

Country

Last updated: May 29, 2019

1.8 Lesson Plan

Note: This is only an example. Teachers are encouraged to develop lesson plans that show their individual training and expertise. Lessons should be communicative and interactive. Do not focus on rote memorization.

Lesson Plan Title: _____

Lesson Objectives:

By the end of this lesson, students will be able to:

    1.
    2.
    3.

Materials, Supplies, and Technology

Lesson Sequence

Warm Up   (5 minutes)

Introduction to topic   (5-10 minutes)

Lesson (broken down into smaller sequences)

1.   (__ minutes)

2.   (__ minutes)

3.   (__ minutes)

Assessment (linked to objectives listed above)

Homework/Follow-Up

Last updated: May 29, 2019

1.9 Access Program Highlight Form

Access Coordinators are highly encouraged to send highlights to the U.S. Embassy/Consulate of the activities that they organize and/or participate in with the students of the program. Highlights are a great way to keep the U.S. Embassy/Consulate and the U.S. Department of State, Bureau of Educational and Cultural Affairs, Office of English Language Programs informed about the activities that take place. Please use the template below for your highlights.

- This template is created for both longer (include maximum length of words, sentences), and shorter Access Program Highlights (include maximum length of words or sentences).

- Program Highlights can be submitted the day immediately following the date the event/activity has taken place (highly encouraged), or within 10 days after the highlighted event has ended and will be submitted to the Access Program Headquarters in Washington or posted for public viewing (public website, Facebook).

- Pictures are required as attachments and should not be copied into the word document when sent to the U.S. Embassy/Consulate. Please obtain permission from anyone in the photo using the Photo and Video Release Form.

Access Program Provider:	
Provider's and site City:	
Cycle (AY XX-XX):	

Title of Activity:	
Dates of Activity and Duration (# of hours):	

Last updated: May 29, 2019

Brief Description (information about the event, including the purpose, the outcome, and general feedback from participants):	
Who (# of participants, type and gender):	
Where was the activity held (city, American Corner, Provider's facilities):	
Who did you collaborate with:	
Results/Impact:	

Last updated: May 29, 2019

Appendices: Part 2 - BEST PRACTICE GUIDANCE

2.1 List of American English Materials for Access

American publishers and American English materials are preferred but not required. These U.S. Department of State created materials are online at American English.State.Gov

Title	Proficiency Level	Thematic category
American Themes: An Anthology of Young Adult Literature	High beginning to advanced	Literature with reading, writing, speaking, listening, and grammar
The Ladder Series w/audio: Selections	Beginning to intermediate	Reading, listening
In the Loop	Reference (intermediate to advanced)	Reading
Celebrate! Text and workbook	High Intermediate	Reading
The Lighter Side of TEFL	High beginning to high intermediate	Reading, writing

Teacher Texts:

Title	Proficiency Level	Thematic category
Shaping the Way: From Observation to Action	All level learners	Teacher guide on best practices
Create to Communicate	Beginning to high intermediate learners	Art with reading, writing, speaking, listening, and grammar
Activate: Games for English	Beginning to high intermediate learners	Speaking
The Color Vowel Chart	All level learners	Pronunciation (teaching)
Teaching Jazz Chants to Young Learners	Beginning learners	Speaking and listening
Sing Out Loud: Traditional Songs	Beginning to advanced learners	Listening
Sing Out Loud: American Rhythms	Beginning to advanced learners	Listening
Picture U.S. posters	All level learners	Posters
Wordscapes posters	All level learners	Posters
The Monster Book	All level learners	Classroom Activities

Last updated: May 29, 2019

2.2 Guidelines for Online Participation in the English Access Microscholarship Program

Welcome to the Access Facebook Page! https://www.facebook.com/AccessProgramHQ/

This is a Facebook Page for Access students, alumni and teachers. We intend for this to be a place where Access participants from across the globe can come together and discuss things important to you – all while practicing your English!

Please make sure to read our *Terms of Service* located in a tab on our Facebook page since they apply to all users. In addition to the Terms of Service, the *guidelines below describe the spirit of the site and how we expect participants to interact with each other on the Access Facebook page*.

 Guidelines for the Access Facebook page:

- Introduce yourself to the Access Facebook page by posting photos, comments, videos, and topics to our FORUM discussion tab.

- Be polite, respectful, and supportive or other Access Facebook members.

- Recommend this site to fellow Access students and alumni.

- Always post in English. Posts in other languages must be accompanied by an accurate English translation. Failure to post in English will result in your post being deleted from the Facebook page.

- Be aware of your local Internet rules and regulations.

- Do not use this site to advertise or conduct business. If you are aware of any soliciting, please contact the site moderator. We want to ensure the safety and security of all Access Facebook participants!

- Create a strong password! Make sure that your password is long, complex, and combines different letters, numbers, and symbols. The more complex it is, the harder it is to crack.

- Be cautious when you receive a message that contains a link. The link could be an attempt to collect personal information such as your password. *If you are suspicious, do not click it!*

- Be cautious about arranging in-person meetings.

Last updated: May 29, 2019

2.3 Social Networking Safety Tips

Use these tips on The Access Network, Facebook, Twitter, and other Social Networking sites.

- Use Privacy and Security settings! They exist so *you can control who sees what.*

- *Keep all your personal information personal.* The more information you post, the easier it is for someone to steal your identity. It is also easier for someone to commit other crimes such as stalking.

- Do not post e-mail addresses, phone numbers, addresses, etc. If you need to send someone personal information, do so in an e-mail, not a public post.

- If someone you don't trust requests your personal information, report it to the site Moderator.

- If you are unsure whether to post something, remember this: Once posted, always posted.

- Protect your reputation. If you have to think twice before posting something, it is probably not a good idea to post it. It is better to be safe than sorry.

- Your online reputation can be a good thing if you show your intelligence, thoughtfulness, and mastery of the social media environment.

- Protect your computer: Safety and security start with *installing security software* (such as antivirus or firewall) that is set to update automatically.

- Know and manage your friends: It might be fun to create a large pool of friends from many aspects of your life, but not all friends are created equal. Use tools to *manage the information you share with friends* in different groups, or even have multiple online pages.

- If a post makes you uncomfortable or you think it is inappropriate, let the poster know. *If a post seems harmful, report it.*

- If someone is harassing or threatening you, *remove them* from your friends list or network, *block them*, and *report them.*

Last updated: May 29, 2019

2.4 Planning Your Community Service Project

What is Community Service?

"Community service," a well-known term in community programming, has its own definition: "the voluntary action of an individual or group of individuals without pay." Examples of this type of service are conducting food drives, participating in adopt-a-highway programs, tutoring, teaching younger children, or raking leaves or shoveling snow for elderly neighbors. It is action in the community, involving community members – young people, adults and families – coming together to work on a common interest or community need.

How to Combine Community Service and Learning

Combining the definition of community service and learning and putting it in the context of a community is what community service learning is all about. The Michigan Community Service Commission defines community service as "activities that meet genuine community needs and require the application of knowledge, skills and reflection time."

To be effective it is important that youth are actively involved in the process. They should be engaged with assessing community needs, designing projects to address community needs, and reflecting before, during and after the service experience. In addition, service activities are designed to meet learning objectives, not just to "do service." Successful community service-learning projects include the five steps listed below.

> Cleaning up a river bank is service… Youth reviewing results from water studies, presenting the scientific information to a pollution control agency and discussing the impact these results may have on future pollution control issues and our own behaviors is service-learning.
>
> –Angelia Salas, 2006 4-H Teen Peer Mentoring and Service Learning training

Five Steps to Community Service:

Step 1: Pick a project by determining needs.

- Brainstorm as a Group: Discuss issues that need attention in your neighborhood and brainstorm ways to address the problems. Prioritize your ideas and select the best one. Think about what you would like to learn from the project.

- Select From the News: Select stories that have emotional effects on your group. Discuss them together to select your project.

- Conduct a Survey: Survey members of the community to find out about their greatest concerns. Do a project about which the community residents feel strongly. Perhaps community members will be inspired to help with your project!

Last updated: May 29, 2019

- Research the Issues: Do some web searches or go to the library and find out as much as you can about a problem in your community.

Step 2: Plan your project and get some publicity.

Good planning is crucial to any community service-learning project. It's what determines your project's success. While developing your plan, remember to consider your ultimate goals by thinking of who will be helped by your service, and if the project is appropriate for your community, and the staff that is required to ensure the program runs smoothly. Use the information gathered to plan the tasks, responsibilities, due dates and other important details that will start the community-based service learning project.

In addition to good planning, it's important for you to inform the public of your planned community service-learning project. Public awareness can contribute a great deal to your project's success. You can help generate publicity by sending well-written news releases to local radio stations and newspapers. Well-written news releases are concise, but still include "the 5 Ws and an H": who, what, when, where, why and how. Make sure your news release includes a short explanation of your project and basic contact information for someone who can answer questions about it.

Step 3: Do the service.

Now to the exciting part! You get to put your plan into action. Remember this is a team effort. Everyone in the group should know the goals of this project, as well as his/her responsibilities. Do your best and have fun!

> "Make a career of humanity and you will make a greater person of yourself, a greater nation of your country, and a finer world to live in."
>
> – Dr. Martin Luther King, Jr.

Step 4: Reflect.

As a result of your project, many of the Access students and staff should experience and learn new things. It is important that you take the time to let participants share their thoughts and feelings with one another. This process is known as reflection. Take time out at the end of your project for discussion. Encourage members to bring up both positives and negatives. Be sure to have someone taking notes. These tips will be helpful next time!

Consider including a time for the recipients of the service-learning project to reflect on the experience. This can be a wonderful learning tool.

Here are a few ways to engage in reflecting on your community-service learning project: There are many ways to engage in the reflection process, including participating in group discussion, writing in journals and creating web pages. Think of ideas for building this in before, during, and at the end of the project. Reflection can be broken down more specifically to include:

Last updated: May 29, 2019

- Sharing: Participating in a group discussion and sharing what happened during the event, what was learned, problems or issues that occurred, similar experiences and how each participant felt about the experience is a great learning opportunity for the Access students, staff, and Provider.

- Processing: Encouraging participants to write about their experience in a journal is a great way to improve English language writing skills but to also help process the information and reflect on the experience at a later time.

- Applying: Use what was learned in other life situations. Encouraging students to think about how they can use the life skills and knowledge they have learned in their lives with their peers, their families and in their community can create lasting results for the Access Program and the project you worked so hard in developing. For example, students can create web pages documenting their time creating and implementing the community-service project. Their time participating in the community service-learning project also teaches valuable life lessons such as teamwork, which can be used in the classroom or in a job. However, to understand this they need to reflect on their learning.

Step 5 – Celebrate.

- Give yourself a round of applause for a job well done! Take the time to celebrate your completed community service-learning project. Be sure to find a way to let members, key volunteers and funders who made the program successful feel appreciated. Provide refreshments, write a thank-you letter or pass out mementos of the day. "Goody bags" full of small candies with an attached thank-you note from the leaders can be an inexpensive and tasty way to show appreciation.

Last updated: May 29, 2019

2.5 Personal Community Service-Learning Project Guide

Project: _____

Name: _____

Date: _____

Step 1: Pick a Project

1. This is what I want to do: (Write in one or more sentences specifically what you want to do in your project. Example: I plan to organize members in a mass planting of flowers in various public locations in the city.)

2. This is why it is important to the community: (Example: The flowers will make the street beautiful and people will start to think our community is beautiful, which can reduce crime..)

Great projects are designed to meet specific objectives. (Check off the ones that you want to meet.)

Through this project I want to:

☐ Engage in the valuable work of helping others.

☐ Practice life skills such as organizing, problem-solving and decision-making.

☐ Increase communication skills.

☐ Reinforce and further enhance skills and knowledge acquired during my community service.

☐ Build teamwork, cooperation and diversity skills

☐ Develop self-confidence and a sense of empowerment that comes from reaching out and helping others.

☐ Practice good citizenship by making a difference in the community.

☐ Gain experience in the work world.

☐ Other: (Please list.)

Last updated: May 29, 2019

Step 2: Plan Your Project and Get Some Publicity

An Action Plan may help you to get organized and to develop a time line once you have brainstormed what is needed to complete the project. Fill out the following Action Plan table to help you get your project organized.

Action Plan

List the tasks, who is responsible to complete them, what is needed and when the tasks need to be completed. Make copies for team members so they remember what they have agreed to do! Post a master copy in your meeting space, so the team members can monitor their progress.

What are the tasks to be completed?

1. Who will do them?

2. What resources are needed?

3. When do these tasks need to get done?

Ask yourself the question – what problems might I run into? List those possible problems below:

1.

2.

3.

Step 3: Do the Service

Take lots of pictures and enjoy the day, knowing that the team has planned for every possible challenge, and when the day is over, close it with some wrap-up questions.

What Have I Forgotten?

Leave enough time to gather necessary materials, to pick up last-minute supplies and to enjoy the energy that comes from doing these types of projects. There will always be unexpected challenges that come up on the day of the event, and a little humor in dealing with them helps the team members deal with the stress of the day.

Last updated: May 29, 2019

Step 4: Reflect

Look back over your experience and complete the following.

1. This is what I did:

2. This is what I learned:

3. This is who I helped:

4. I think that the project made a difference because:

5. My thoughts and feelings as I did the project were:

6. Next time I would:

7. As I look back at the objectives that I chose in Step 1, those that I accomplished were:

8. I would apply the skills that I learned from the project in this way:

9. Overall I feel that the project:

5. Celebrate

Take the time to celebrate your accomplishments.

•   My community service project celebration included the following people or groups:

•   What we did to celebrate was:

•   This is how I can share what I learn:

Last updated: May 29, 2019

2.6 Suggested Community Service Project Ideas

Adopt a Park	Water plants and trees, plant flowers, plants and trees	Organize a Litter Squad to pick up trash regularly	Put up signs asking people to pick up their dogs' excrements	Ask authorities to install trash cans, benches, a playground, or picnic tables	Inform others about why parks are important	Organize events at the park to bring it to life and make people care for it
Current Issues	Put on a play about local issues	Organize talks about human rights for specific groups at risk	Organize a festival or a fair, or write and present a play about discrimination to promote tolerance towards others	Start a Bulletin Board at your school or a blog on local issues	Choose a local issue and post ads and posters at public places to persuade people to do an action	Write a letter to your local newspaper about a local issue, suggesting a solution
Caring for the Elderly	Say something kind or do something nice for them every day so they will feel loved	Visit a senior home once a week to talk or play board games	Read a book to the elderly for ten minutes regularly (every day, every week…)	Make healthy treats (cookies, cakes, snacks) for a senior home	Find out what a senior home needs and hold a drive at your school or church to make a donation	Get permission to organize a Pet Day at the senior home and invite people to visit the elderly with dogs and cats
Improving your school	Develop and maintain a recycling program at school; decide what to do with the money from the sale of recyclables	Use a specific area of the patio to paint grids for games: hopscotch, stop, etc., and teach younger kids how to play	Find out about state and federal programs to get support for school improvement	Start an awareness campaign to invite everyone to keep the bathrooms clean and in working order	Find out what the school library needs and hold a drive to make a donation	Involve the whole school community in keeping the school clean and in good condition

Last updated: May 29, 2019

Caring for Children	Visit a children's home once a week to help care and play with them.	Do a puppet show, story telling, a play, or a clown show two or three times a year	Make healthy treats (cookies, cakes, snacks) for a children's home	Hold a drive at your school or church to make a donation	For Children's Day and Christmas, hold a Toy Drive	Collect old stuffed animals and dolls, donate them
Improving Education	Contact a school to give English classes to children for free	Tutor younger students in a subject that you are good at to help them do better in school	Teach illiterate adults to read, write, do basic arithmetic and use a computer; help them to practice and encourage them to continue studying	Select children who are in need; hold a School Supply Drive make packages and donate them to these children	Bring your school library to life by organizing story-telling, plays, poetry readings, short story contests, science fairs, etc.	
Protecting the Environment	Organize a Litter Squad to pick up trash regularly at public places and involve the community	Develop and maintain a recycling program at school	Write and illustrate a brochure about how to separate garbage and give it out at public places	Start a Bulletin Board at your school or a blog on environmental issues	Become an Environmental Guard at home and school: turn off lights and appliances that nobody is using, fix water leaks, separate trash, use both sides of a sheet of paper, etc.	Organize a festival or a fair, or write and present a play about daily actions we can do to protect the environment

Last updated: May 29, 2019

Preserving your traditions	Ask your grandparents and elderly people to tell you anecdotes or stories and show you photos from when they were young; publish them in a Bulletin Board or a blog	Find traditional games, learn them, teach them to younger children and play with them	Look for a traditional song, record it, make a video and upload it to YouTube	Learn an indigenous language and speak it with others	Research the history of your community and organize free guided tours for locals or tourists	Learn and teach to cook traditional dishes
Promoting Tolerance	Design a campaign to promote tolerance and understanding of differences	Organize talks about human rights for specific groups at risk and inform them about their rights and what to do if they need help	Organize a fair to give information about other countries in order to promote understanding of others cultures	Make birthday cards or holiday cards for orphans or elderly people so they will feel loved	Write and present a play that teaches young children how to stay safe at home	Find someone different from you and write down their story
Personal Development	Teach something to another person	Take a lifesaving class	Volunteer to help at public or charitable events	Start a No Swearing Club	Make First-Aid Kits and donate them to schools, orphanages, senior homes or shelters	Hold clothes drive and donate the clothes and shoes to an orphanage or senior home

Based on a Community Service-Learning Model

Michigan State University Extension 4-H Youth Development

(Link to online resource: http://bit.ly/19epvDa)

Last updated: May 29, 2019

Appendices: Part 3 – Example Documents

3.1 Example Access Agreement

ENGLISH ACCESS MICROSCHOLARSHIP PROGRAM

AGREEMENT

issued to

[Provider Name]

Country

under

U.S. Department of State, Bureau of Educational and Cultural Affairs

AWARD NO. S-ECAGD-18-CA-0067

Agreement: Agreement Number
CFDA No.   19.421
Period of Performance   Start Date to End Date
Total Agreement Amount (not to exceed):   US Dollar Amount

To: Contact Name, Title, Provider Name (hereinafter referred to as "In-Country
                Educational Service Provider")

From: Karen Bassich, Associate Director, Purchasing and Facilities, Family Health
                International (hereinafter referred to as "FHI 360")

Subject: Award of an Agreement as Part of the "FY 2018 English Access Microscholarship
                Program" (hereinafter referred to as "Access Program")

In witness of their acceptance of the terms and conditions of this Agreement, FHI360 and the In-Country Educational Service Provider have caused this Agreement to be executed by their duly authorized representatives:

Authorized by and accepted for Family Health International by:

_____   _____
Signature   Date

_____ _____   _____
Signature   Date   Type or print name

_____   _____
Type or print name   Title

_____
Title

Authorized by and accepted for Recipient by:

Last updapted: May 29, 2019

PURPOSE OF AGREEMENT

FHI 360 was awarded a Cooperative Agreement [No. S-ECAGD-18-CA-0067] by the United States Department of State on September 15, 2018. The purpose of that agreement is to implement the Access Program, which is run under the auspices of the Office of English Language Programs at the Bureau of Educational and Cultural Affairs (hereinafter referred to as "ECA/A/L"). The Access Program provides a foundation of English language skills to bright, economically disadvantaged 13 – 20 year old students worldwide through afterschool and intensive programming. Access students gain an appreciation for U.S. culture and democratic values, increase their ability to participate successfully in the socio-economic development of their countries, and gain the ability to compete for and participate in future U.S. exchange and study programs. The program will also support programming for alumni, teachers, directors, administrators and ministry officials that can be conducted in-country, in the region or in the U.S.

To implement the Access Program in-country, the assistance of locally-based providers is necessary. We are pleased to announce that the In-Country Educational Service Provider has been selected, with the concurrence of the Department of State, as (one of) the in-country educational service providers in Country for the FY 2017 Access Program, pursuant to the terms of FHI 360's Cooperative Agreement with the Department of State.

The program is to be identified as the "English Access Microscholarship Program" and as the initiative of the United States Embassy/Consulate General in Country and the United States Department of State.

OVERVIEW OF ROLES AND RESPONSIBILITIES

For the purposes of Agreement, the U.S. Embassy/Consulate is the manager of the Access Program for the Department of State, and will appoint a Foreign Service Officer/Specialist to serve as the main in-country point-of-contact for In-Country Educational Service Provider for all general questions related to implementation of the Access Program. The specific requirements of In-Country Educational Service Provider regarding program implementation are included in the proposal approved by the U.S. Embassy/Consulate and ECA/A/L on [insert date] (hereinafter referred to as "Program Proposal"), which are incorporated into this Agreement by reference.

Under the terms of its Cooperative Agreement with the U.S. Department of State, FHI 360 is responsible for collecting and reviewing information on In-Country Educational Service Provider, for collecting and reviewing program and financial reports from In-Country Educational Service Provider, and for disbursing funds to In-Country Educational Service Provider.

Last updated: May 29, 2019

In order to enable proper administration and oversight of the Access Program, In-Country Educational Service Provider agrees to adhere to all program and financial reporting requirements as outlined in this Agreement, the Program Proposal and as otherwise directed by U.S. Embassy/Consulate and FHI 360.

SCOPE OF AGREEMENT AND AUTHORIZED BUDGET

In-Country Educational Service Provider agrees to take receipt of funds from FHI 360 for the sole purpose of executing Access Program requirements, the details of which are included in the Program Proposal. In-Country Educational Service Provider acknowledges and agrees to the following basic terms:

In-Country Educational Service Provider will receive U.S. Dollar Amount to support Number participants, i.e. primarily 13-20 year old non-elite students, to study English for a period of Number months, delivering a total of Number After School Instruction Hours and Number Intensive Instruction Hours for a total of Number delivered instruction hours. Each student will receive Number total instruction hours.

The period of performance will be Start Date to End Date. If authorized by ECA/A/L, the initial advance payment can be made as of the date of signature of Agreement, so long as this date is no more than 30 days in advance of the start date listed in Agreement.

Funds received by In-Country Educational Service Provider for this period will be utilized according to the following budget:

Administration Costs

Total Administration Costs	U.S. Dollar Amount

Program Costs

Salaries and Wages	U.S. Dollar Amount
Fringe Benefits	U.S. Dollar Amount
Books and Instructional Materials	U.S. Dollar Amount
Travel	U.S. Dollar Amount
Food and Beverages	U.S. Dollar Amount
Other Costs	U.S. Dollar Amount
Total	U.S. Dollar Amount

It is understood and agreed that In-Country Educational Service Provider may make cumulative adjustments among the items of expenditure specified above, provided that the cumulative amount of such transfers shall not exceed ten percent (10%) of the total funds awarded. In addition, In-Country Educational Service Provider may **not** transfer funds between the Administration item of expenditure and other items of expenditure of the budget. No adjustment in excess of this margin may be made

Last updated: May 29, 2019

without the prior written approval of FHI 360 in Washington, D.C. in consultation with the U.S. Embassy/Consulate.

Cash Advance Payments

When authorized, cash advances will be administered under the following terms:

a) Advances shall be limited to disbursement needs for each period as outlined in the Reporting and Monitoring section of this Agreement and shall be scheduled so that the funds are available to In-Country Educational Service Provider as close as is administratively feasible to the actual disbursements for program costs.

b) The cash advance may only be used to pay expenses authorized by this Agreement.

c) In-Country Educational Service Provider requests for payment will be used to reimburse expenses, reconcile any outstanding advance, and estimate future advances. In-Country Educational Service Provider will submit a financial report of expenditures and an advance payment request per the reporting schedule in this Agreement.

d) After the initial advance at the start of the Agreement, any subsequent advance is dependent upon satisfactory progress, including submission and approval of required reports and/or other deliverables.

e) Each advance must be reconciled for which the advance was given. Failure to reconcile an advance will preclude In-Country Educational Service Provider from receiving any additional advances until all outstanding advances have been reconciled.

f) Requests for reimbursement shall first be applied against any outstanding advance.

g) In no event will the total amount transmitted via cash advances and reimbursements exceed the total obligated amount in this Agreement. If the total costs are less than the sum of the payments received, In-Country Educational Service Provider agrees to refund the difference to FHI 360 as part of the final reconciliation.

Final Reconciliation and Closeout

Reconciliation of the final advance payment must occur in conjunction with the final report as outlined in the reporting schedule in this Agreement. If applicable, final payment to In-Country Educational Service Provider may be withheld pending:

- Final determination of disallowed or questioned costs;

Last updated: May 29, 2019

- Completion and acceptance by FHI 360 and U.S. Embassy/Consulate of all work performed under Agreement;
- Submission of all required program and financial reports.

<u>REPORTING AND MONITORING</u>

In-Country Educational Service Provider will provide to U.S. Embassy/Consulate Representative and FHI 360 enrollment data, including name, age, sex, city, or any other items as specified by either of the indicated parties for all participants.

In-Country Educational Service Provider will provide program and financial reports as well as receipts for funds received to the U.S. Embassy/Consulate and FHI 360 as outlined below:

Reporting Period	Reporting Period Dates (Period Start Date to Period End Date)	Due Date for Reports (30 days after Period End Date)
1st Period	Oct 1, 2019 - Dec 31, 2019	Jan 30, 2020
2nd Period	Jan 1, 2020 - Mar 31, 2020	Apr 30, 2020
3rd Period	Apr 1, 2020 - June 30, 2020	July 30, 2020
4th Period	July 1, 2020 - Sep 30, 2020	Oct 30, 2020
5th Period	Oct 1, 2020 - Dec 21, 2020	Jan 30, 2020
6th Period	Jan 1, 2021 - Mar 31, 2021	Apr 30, 2021
7th Period	Apr 1, 2021 – June 30, 2021	July 30, 2021
8th Period	July 1, 2021 – Sep 30, 2021	Oct 30, 2021

Reports and Payments
In-Country Educational Service Provider will prepare and submit program and financial reports by the due date listed in the table above to reflect all activity through the end of the prior period. In-Country Educational Service Provider is required to submit program and financial reports following the format specified by FHI 360 or U.S. Embassy/Consulate. The allowability of costs will be determined in accordance with the applicable cost principles. If at any time, FHI 360 or U.S. Embassy/Consulate determines that In-Country Educational Service Provider utilized funds for purposes other than those authorized by the Program Proposal and this Agreement or received an overpayment, In-Country Educational Service Provider will promptly refund the amount to FHI 360.

The reports and other program information will be shared with ECA/A/L in Washington, D.C. In-Country Educational Service Provider will provide other reports to the U.S.

Last updated: May 29, 2019

Embassy/Consulate and FHI 360 as requested, ensuring necessary oversight and transparency regarding its financial and educational activities.

MODIFICATIONS

The terms and conditions of this Agreement may only be modified in writing and jointly executed by authorized officials of FHI 360, U.S. Embassy/Consulate, and In-Country Educational Service Provider. FHI 360 will not be liable for activities undertaken and/or costs incurred by the provider beyond the approved Program Proposal and budget unless authorized in a written modification to this Agreement.

AWARD COMPLIANCE

In addition to the assurances and certifications contained in this Agreement, In-Country Educational Service Provider must administer this Agreement in accordance with (2 CFR 200 and 2 CFR 600 on) and Department of State Standard Terms and Conditions. Those requirements are a part of FHI 360's Cooperative Agreement with the Department of State, and are required to be flowed down to all in-country educational service providers. They are incorporated by reference as if fully set forth herein. Electronic copies containing the complete text are available at:
https://www.state.gov/wp-content/uploads/2018/12/terms_conditions2.pdf

TERRORISM EXECUTIVE ORDER 13224

In-Country Educational Service Provider agrees and certifies to take all necessary actions to comply with Executive Order No. 13224 on Terrorist Financing; blocking and prohibiting transactions with persons who commit, threaten to commit, or support terrorism. The full text is available at:
https://www.state.gov/j/ct/rls/other/des/122570.htm

LIABILITY

Neither FHI 360 nor the Department of State assumes any liability for any third party claims for damages arising out of this agreement, nor does either assume responsibility for claims of representatives or employees of In-Country Educational Service Provider.

FORCE MAJEURE

Neither party shall be liable for any costs or damages resulting from its inability to perform any of its obligations under this Agreement due to a natural disaster, actions of third parties or actions or decrees of governmental bodies beyond the control of the affected party ("Force Majeure Event"). A Force Majeure Event shall not constitute a breach of this Agreement. The party so affected shall give prompt notice to the other

Last updated: May 29, 2019

party of the Force Majeure Event. Upon such notice, all obligations of the affected party under this Agreement which are reasonably related to the Force Majeure Event shall be immediately suspended, and the affected party shall do everything reasonably possible to resume performance as soon as practicable.

Branding and Marketing

The FHI 360 name, logos, trademarks, or service marks, may not be used without prior written permission from FHI 360's Corporate Communications office. The logos cannot be edited or altered in any manner or used for any personal or commercial purpose. Users are not permitted to, and shall not, redraw or alter the placement, size relationships, colors or typeface of the logo's elements.

TERMINATION AND SUSPENSION

By Mutual Agreement
2 CFR 200 and 2 CFR 600 set forth termination procedures. When all parties agree that continuation of the project would not produce results commensurate with further expenditure of funds, or for any other reason, the award may be terminated by mutual consent. In-Country Educational Service Provider may commence termination of Agreement on that basis after its authorized representative advises U.S. Embassy/Consulate and FHI 360 in writing. If U.S. Embassy/Consulate or FHI 360 wishes to terminate this project, it will issue, in writing, a termination notice to In-Country Educational Service Provider's authorized representative. Within 30 days after receipt of a request by any party for termination by mutual agreement, the party receiving the request will provide an appropriate written response. All parties must agree upon the termination conditions, including the effective date, and, in the case of partial termination, the portion to be terminated. In-Country Educational Service Provider must not incur new obligations for the terminated portion after the effective date and must cancel as many outstanding obligations as possible. U.S. Embassy/Consulate and FHI 360 will allow full credit to In-Country Educational Service Provider for obligations that cannot be cancelled properly incurred by In-Country Educational Service Provider prior to termination.

For Cause
The U.S. Embassy/Consulate and FHI 360 reserve the right to terminate this Agreement, in whole or in part, at any time before the end date of this Agreement, whenever it is determined that In-Country Educational Service Provider has failed to comply with the conditions of the Agreement. U.S. Embassy/Consulate and FHI 360 must promptly notify In-Country Educational Service Provider in writing of the determination and of all reasons for the termination, together with the effective date. If this Agreement is terminated for any reason, In-Country Educational Service Provider will return the unused portion of any funds previously transferred to it.

Last updated: May 29, 2019

3.2 Example Amendment

(The Cooperating Agency will provide when requested and approved)

AMENDMENT NO. 1
AGREEMENT BETWEEN
FAMILY HEALTH INTERNATIONAL ("FHI 360")
AND
PROVIDER NAME ("RECIPIENT")
UNDER
AWARD NO. S-ECAGD-18-CA-0067
FHI 360 PO NO.

Project Title: English Access Microscholarship Program FHI ID/FCO#: 102371.001.002.001.221

Funding Summary	Obligated Amount	Total Estimated Award
Prior to this Amendment	$ 0.00	$ 0.00
Change	$ 0.00	$ 0.00
Amended Total	$ 0.00	$ 0.00

Period of Performance	Start Date	End Date
Prior to this Amendment		
As Amended		

Upon execution of this Amendment, FHI 360 and the Provider are subject to the terms and conditions of the original Agreement as amended by this Amendment, prior Amendments and any attachments to the Amendment(s). **Recipient should return one (1) fully executed copy of this Amendment to FHI 360 and U.S. Embassy/Consulate.**

Authorized by and accepted for
U.S. Embassy/Consulate by:

_____   _____
Signature   Date

_____
Type or print name

_____
Title

Authorized by and accepted for Associação Brasil América para Educação e Intercâmbio Cultural by:

_____   _____
Signature   Date

_____
Type or print name

_____
Title

Authorized by and accepted for
Family Health International by:

_____   _____
Signature   Date

_____
Type or print name

_____
Title

Last updated: May 29, 2019

AMENDED ATTACHMENT A

SUMMARY OF AMENDMENT

The purpose of this amendment is to:

1) <mark>Enter a statement regarding the purpose of the amendment.</mark>

AMENDMENT DETAIL

Specifically, the agreement is modified as follows:

In the Agreement section titled "Scope of Agreement and Authorized Budget" the third paragraph is deleted and replaced in their entirety with the following:

Funds received by In-Country Educational Service Provider for this period will be utilized according to the following budget:

Administration

Salaries and Wages

Benefits

Books and Instructional Materials

Travel

Food and Beverages

Other Costs

Total

All other terms and conditions remain unchanged and in effect.

Last updated: May 29, 2019

3.3 Example of Letter of Approved Budget Change

(The Cooperating will provide when requested and approved)

June 13, 2019

Provider Name
Country

RE: Revision to FY 2018 English Access Microscholarship Program Agreement No.

To Whom It May Concern,

This letter serves as written approval for the Agreement Revised Budget for changes to all budget line items, as specified below:

Line-items	Original Budget	Approved Budget Change	Approved Revised Budget
Administration	$xx,xxxx.xx	$xx,xxxx.xx	$xx,xxxx.xx
Salaries and Wages	$xx,xxxx.xx	$xx,xxxx.xx	$xx,xxxx.xx
Benefits	$xx,xxxx.xx	$xx,xxxx.xx	$xx,xxxx.xx
Books and Materials	$xx,xxxx.xx	$xx,xxxx.xx	$xx,xxxx.xx
Travel	$xx,xxxx.xx	$xx,xxxx.xx	$xx,xxxx.xx
Food and Beverages	$xx,xxxx.xx	$xx,xxxx.xx	$xx,xxxx.xx
Other Costs	$xx,xxxx.xx	$xx,xxxx.xx	$xx,xxxx.xx
Total Award	**$xx,xxxx.xx**	**$xx,xxxx.xx**	**$xx,xxxx.xx**

These revisions were approved in consultation with the U.S. Department of State, Bureau of Educational and Cultural Affairs, and the U.S. Embassy/Consulate, and are effective from the date of this letter. All other Sub-Agreement terms, conditions and prior Amendments remain in effect.

Authorized by FHI 360 by:

_____   _____

Karen Bassich   Date
Associate Director, Procurement, FHI 360
Washington, DC, USA

Last updated: May 29, 2019